DOCUMENT RESUME

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IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 256 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1989. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1989) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

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CLEARINGHOUSE PUBLICATIONS 1989

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Educational Resources Information Center

ERIC® Clearinghouse Publications
1989

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1989

July 1990

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Rockville, Maryland

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the nineteenth bibliography in the series. All items in the series to date are listed below.

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-283 535	89 p.	Jan-Dec 1986	229
ED-295 685	86 p.	Jan-Dec 1987	239
ED-308 881	90 p.	Jan-Dec 1988	284
ED-	p.	Jan-Dec 1989	256
		TOTAL (1968-1989)	5459

This bibliography covers the calendar year period from January through December 1989. It lists a total of 256 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE)*.

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1989)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	JAN-DEC 1988	JAN-DEC 1989	TOTAL
AC	Adult Education	24	16	20	28	20	16															124
AL	Linguistics	2	7	11	11																	31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	20	21	28	199
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	262
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	341
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	460
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	510
EF	Educational Facilities	1	19	16																		36
EM	Educational Media and Technology	7	8	11	8	14	16															64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	278
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	328
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	14	11	23	214
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	394
LI	Library and Information Sciences		2	7	9	14	8															40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	300
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	278
RE	Reading	16	19	15	9	5																64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	407
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	207
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	249
TE	Teaching of English	3	7	32	24	26																92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4		1	7	5	12	6	143
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	280
VT	Vocational and Technical Education	11	18	30	39	42	18															158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	239	284	256	5459

* i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

** Digests (2 page publications) routinely included in RIE for first time in 1986.

Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 89

Contract— NIE-C-83-0001

Note — 12p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1989).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE	— Adult, Career, and Vocational Education	1
CG	— Counseling and Personnel Services	6
CS	— Reading and Communication Skills	8
EA	— Educational Management	15
EC	— Handicapped and Gifted Children	17
FL	— Languages and Linguistics	19
HE	— Higher Education	20
IR	— Information Resources	24
JC	— Junior Colleges	28
PS	— Elementary and Early Childhood Education	30
RC	— Rural Education and Small Schools	32
SE	— Science, Mathematics, and Environmental Education	34
SO	— Social Studies/Social Science Education	35
SP	— Teacher Education	38
TM	— Tests, Measurement, and Evaluation	39
UD	— Urban Education	39

CE

ED 299 455 CE 051 129
Kerka, Sandra
Strategies for Retaining Adult Students: The Educationally Disadvantaged. ERIC Digest No. 76.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, *Dropout Prevention, *Educationally Disadvantaged, *Educational Strategies, Program Content, Program Development, *School Holding Power
Identifiers—ERIC Digests
The literature on retention of adult learners strongly suggests that previous educational attainment is closely tied to participation and persistence. Educationally disadvantaged adults are more likely to lack self-confidence and self-esteem, have negative attitudes toward education, and need mastery of basic skills such as literacy before attaining job skills that could improve their economic circumstances. Adult educators seeking to improve retention rates of economically disadvantaged individuals in their classrooms should not attempt to seek 100 percent retention. Rather, they should identify which types of retention are harmful to the vitality of their program and to student objectives. They should begin their retention efforts with recruitment, target recruiting to those whom the program is best equipped to serve, emphasize placement and counseling early on, and follow up inactive students with phone calls. Special attention should be given to developing and using strategies to deal with students' low self-confidence, perception of social disapproval, situational barriers, negative attitudes, and low personal priority. Besides lists of specific strategies for these purposes, the literature also contains descriptions of adult basic education programs that have succeeded in retaining high numbers of educationally disadvantaged learners. (MN)

ED 299 456 CE 051 130
Imel, Susan
Guidelines for Working with Adult Learners. ERIC Digest No. 77.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Adult Educators, *Adult Students, *Classroom Environment, *Classroom Techniques, Resource Materials, *Student Characteristics, *Student Evaluation, Teacher Student Relationship
Identifiers—ERIC Digests
Between 1969 and 1984, the number of adults participating in educational programs increased 79 percent and the number of adult education activities doubled. The following facts should be considered when developing instructional programs for adult learners: individuals can learn throughout their lives, adult life cycles influence learning, adults learn what they consider important, adults are often time-conscious learners, what is important varies among adults, adults generally (but not always) wish to be treated as such, and biological changes may affect learning. Creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. Some strategies for accomplishing this are as follows: establish adult-to-adult rapport, create a participatory environment, facilitate adult independence, and provide for individual differences. Although many adult learning activities do not require formal evaluation procedures, adult learners need to learn how to identify and evaluate their own resources, abilities, and knowledge realistically. When formal evaluation is required, adult students are best evaluated by using a collaborative approach. Recommended collaborative approaches include group decision making, learning contracts, and grading contracts. (MN)

ED 299 457 CE 051 131
Naylor, Michele
Vocational Education and the Work Ethic in a Changing Workplace. ERIC Digest No. 78.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, *Critical Thinking, Decision Making, Employer Employee Relationship, *Ethical Instruction, Ethics, Problem Solving, *Program Content, *School Role, Secondary Education, Values Education, *Vocational Education, *Work Attitudes
Identifiers—ERIC Digests, *Work Ethic
Studies have shown that employers have traditionally agreed on the behaviors and attitudes they expect from employees and on the security and benefits that they are willing to provide in return. Various factors, including rapid technological advancement and increased foreign competition, have changed this. Today's workers generally have less job security than their predecessors. Furthermore, different employers have begun requiring different attitudes and behaviors from their employees. These changes have in turn made it necessary for vocational and career educators to revise their approach to preparing students to enter and function in the world of work. This revised approach, which has come to be known as vocational ethics, is intended to (1) provide students with a framework for recognizing and resolving internal and external ethical conflicts and (2) give students the opportunity to develop an enabling work ethic. Vocational ethics instruction is centered around two main topics: ethical reasoning skills and mediation skills (assertiveness, emphatic listening, principled negotiation, and risk taking). (MN)

ED 299 458 CE 051 132
Naylor, Michele
Trends and Directions in Career Education. ERIC Digest No. 79.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Change, *Educational Needs, Educational Objectives, *Educational Trends, Futures (of Society), Postsecondary Education, *Program Content, *Program Improvement, Relevance (Education), School Business Relationship, School Community Relationship, Secondary Education
Identifiers—ERIC Digests
The repeal of the Career Education Incentive Act of 1977 in 1981 and a number of societal changes in the last decade have altered the context of career

education. Rapid changes in information and technology, changing family patterns, structural changes in the economy and labor market, and the trend toward lifelong education are all factors that have had a significant impact on the objectives and delivery of career education. The following areas merit special attention by educational planners and career educators alike: private sector/education partnerships; general employability needs; career awareness, exploration, and decision making; career infusion and educational reform; work as a meaningful part of the total life-style, the education-work relationship and career choice, and equity and career choice. Key issues that may shape the future of career education are the extent to which career education will (1) focus on employment as opposed to employability, (2) enhance partnerships between the educational system and the community, (3) serve as an effective educational reform movement, and (4) continue to be guided by and have the support of state and local leadership. (MN)

ED 303 678 CE 051 980
Imel, Susan
Trends and Issues in Adult Education 1988. Information Series No. 330.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062005
Note—35p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN330: $4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, *Adult Education, Adult Educators, *Adult Learning, *Adult Literacy, Certification, Educational History, *Educational Trends, Equal Education, Ethics, *Futures (of Society), Literacy Education, Participation, Professional Recognition

Adult education is experiencing rapid growth as a result of social, demographic, economic, and technological factors. At the same time, it is struggling with its own maturation and development as a profession. Specific trends and issues emerge from this context, one group related to the profession and another related to adult education programs. At the heart of the issue of how and why the field should professionalize is the question of whether adult education should seek professional status similar to medicine and law or develop a new model of professionalization. A related issue is certification of practitioners. Debate concerns determination of appropriate proficiencies and of an appropriate credential and credentialing body. Emerging ethical issues include differing opinions over the establishment of a code of ethics. Another trend is the study and interpretation of adult education history. Adult learning is one of the most thoroughly investigated areas in the field. Considerable movement has occurred in access and equity and in adult literacy education, particularly as they relate to the development and delivery of programs. Access and equity issues focus on the question of who participates and what barriers deter participation. New emphases in adult literacy include policymaking and development of programs targeted to specific populations. (Includes 72 references.) (SK)

ED 303 679 CE 051 981
Smith, Thomas J. Trist, Carolyn
Training and Educating the Work Force in the Nineties: The Rationale for Public/Private Collaboration. Public/Private Venture Information Series No. 331.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062005
Note—65p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN331: $6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Agency Cooperation, Educational Legislation, *Employment Patterns, Employment Qualifications, Federal Legislation, Job Skills, *Job Training, *Labor Force Development, Postsecondary Education, *Private Agencies, *Public Agencies, School Business Relationship, Secondary Education, Vocational Education
Identifiers—Carl D Perkins Vocational Education Act 1984, Job Training Partnership Act 1982

The need for partnerships among deliverers of training in the public and private sectors has reached a critical point if U.S. businesses are to remain competitive. The work force and workplace are being transformed by demographic trends, economic and employment trends, a growing skills mismatch, and concerns over educational effectiveness. Two responses to the changes are de-skilling of jobs and reorganization of work. Responses of the public and private training sectors to these problems and to collaborative efforts for solving them are affected by the history of private sector influence and involvement in job training policy. The failure of the Comprehensive Employment and Training Act led to greater emphasis on joint public-private efforts in the Job Training Partnership Act (JTPA) and Carl D. Perkins Vocational Education Act. The rationale for public-private linkages encompasses the arguments that they can improve national competitiveness and productivity, increase equity in access to employment, and enhance local economic development. Existing forms of collaboration provide guidelines for further attempts to build partnerships. Recommendations call for a greater investment in public education, reorientation of federal vocational education programs, modification of JTPA performance incentives, stronger federal support for public-private training initiatives, and public awareness. (Includes 60 references and a selected bibliography.) (SK)

ED 303 680 CE 051 982
Haisen, Ida M.
Trends and Issues in Career Education 1988. Information Series No. 332.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062005
Note—36p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN332: $4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Career Development, *Career Education, Career Guidance, Computer Uses in Education, *Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Employment Patterns, *High Risk Students, Lifelong Learning, Occupational Information, Postsecondary Education, *Technological Advancement, Work Environment

Using recent literature, this paper examines current trends and issues in career education for all levels, kindergarten through adult. Some of the observations made about career education trends and issues are as follows: (1) career education is a viable construct; (2) career education, career guidance, and career development are distinct but related terms; (3) career education is fundamental in helping individuals cope with the changing workplace; (4) career education is a lifelong need; (5) career education can help at-risk youth make the transition from school to work; and (6) computers are a vital medium for the delivery of career education. Seventy-nine references are provided. (SK)

ED 303 681 CE 051 983
Slawski, Lynn Buckner, Marilyn
Career Development Programs in the Workplace. Information Series No. 333.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062005
Note—52p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN333: $6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Career Development, *Job Performance, Job Satisfaction, *Labor Force Development, Needs Assessment, On the Job Training, *Personnel Management, *Program Development, Quality of Working Life, Staff Development, Vocational Adjustment

A number of factors drive the current trend toward career development in the workplace. They include the need to predict personnel needs, social and demographic trends, changing nature of work, changing types of jobs, equity, productivity, technological change, and organizational philosophies. Career development is important at every step in the management cycle, the system by which employees join, grow, and develop within an organization. It is a system consisting of all of those programs and tools used to support the entire management cycle. The career development model can be divided into three phases: staffing, evaluating, and developing. Creation of a career development program first requires an assessment of the organization's need for career development. After needs assessment, the developer must create a vision of what the career development should be, initially including all possibilities. Next, an action plan must be developed. The final step is evaluation of the program and revisions, if necessary. Many research opportunities still exist in the field of career development in such specific areas as integration of career systems with other organizational systems, objectives-based program evaluation, and effects of organizational cultural variables. (Includes 94 references.) (SK)

ED 303 682 CE 051 984
Budke, Wesley E.
Trends and Issues in Vocational Education 1988. Information Series No. 334.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062005
Note—37p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN334: $4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Basic Skills, Economic Factors, Educational Change, *Educational Trends, *Employment Patterns, Equal Education, Futures (of Society), *Job Training, *Population Trends, Postsecondary Education, Secondary Education, Sociocultural Patterns, *Technological Advancement, *Vocational Education

Vocational education providers need knowledge of trends and critical issues in order to prepare workers for the future. The context of vocational education and training programs is greatly influenced by social, economic, and technological forces to which they must respond. Among the most important social trends are the following: (1) increase in minority populations; (2) increase in nontraditional families; (3) aging of the population; (4) changes in life-style; and (5) changes in the culture of the workplace. Technological forces having an impact on vocational education include changes in skills and skill levels of workers resulting from technological changes and the transformation of the workplace into a learning environment. Related economic trends are the change from a manufacturing to a service economy, increased international competition, and growth of small businesses. Three major trends in vocational education have emerged in the 1980s: an impetus for reform; changing administrative and instructional roles; and access to vocational education. Within the framework of these broader trends are specific issues confronting vocational educators, in such areas as at-risk populations, teacher preparation, basic skills improvement, dropout prevention, program articulation, public-private sector linkages, technology as an instructional medium and as subject matter, emphasis on higher-order thinking skills, academic credit for vocational education, and vocational education at the elementary school level. (Includes 62 refer-

ences.) (SK)

ED 303 683 CE 051 985
Tindall, Lloyd W.
Retaining At-Risk Students: The Role of Career and Vocational Education. Information Series No. 338.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—57p.
Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN335: $6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Education, Dropout Characteristics, *Dropout Prevention, Educational Strategies, Education Work Relationship, Elementary Secondary Education, *High Risk Students, Models, *Potential Dropouts, Program Development, Role of Education, *School Holding Power, *Vocational Education

This paper reviews the literature related to the role of career and vocational education in retaining at-risk secondary youth and motivating them to return to secondary or postsecondary school. Selected literature from nonvocational but related areas of service is reviewed to provide the reader with an overview of the scope of the problem and the efforts that other members of the community are making to serve at-risk youth. The paper identifies five major areas of interest to career and vocational educators in the literature: (1) the diverse definitions, characteristics, and causes of at-risk status; (2) the implications of the problem of at-risk youth for the U.S. labor force; (3) key vocational and nonvocational strategies for resolving the problems of at-risk youth; (4) exemplary vocational and nonvocational programs for serving at-risk youth; and (5) the role of career and vocational educators in meeting the needs of at-risk youth. Forty-two references are included. (SK)

ED 304 563 CE 052 094
Imel, Susan
Workplace Literacy. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, *Corporate Education, Functional Literacy, *Illiteracy, *Literacy Education, On the Job Training, Program Development, Program Implementation
Identifiers—*Job Literacy

The need for a better educated work force has created a corresponding need for workplace literacy programs. A number of issues have emerged as the focus of literacy education has shifted from improving social mobility to providing employment-related literacy programs. Some of these issues are related to the need for more resources for workplace literacy programs. Several aspects of issues related to resources are: emphasis on improving the basic skills of the unemployed rather than individuals in the current work force and lack of resources that serve adequately both the general and employment-related literacy needs of all adults. Another set of issues surrounding workplace literacy programs has to do with their content or curriculum. They include determination of what skills should be taught, choice of teaching methods, and the narrow focus of many workplace literacy programs. (Thirty-one print resources provide information about workplace literacy. A listing of seven resource organizations is also provided.) (YLB)

ED 304 564 CE 052 095
Imel, Susan
Nontraditional Occupations: A Status Report. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Displaced Homemakers, Educational Research, Enrollment Rate, *Enrollment Trends, Equal Education, Females, Males, *Nontraditional Occupations, Nontraditional Students, *Occupational Home Economics, *Office Occupations Education, Postsecondary Education, Secondary Education, *Sex Fairness, *Trade and Industrial Education, Vocational Education

To assess the effect of the efforts to encourage the selection of nontraditional occupations, Vetter examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, the number and percentage of female students had increased. The growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although increases were documented in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement. The traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Despite the advances in nontraditional enrollments, women and men who enroll in nontraditional programs faced a number of problems, including sex bias and stereotyping; harassment; lack of support by family, school personnel, and peers; lack of guidance programs; lack of role models; and job placement. (Twenty-seven print resources provide more information about nontraditional occupations and vocational education. Groups and organizations that support entry into nontraditional occupations are listed.) (YLB)

ED 305 493 CE 052 231
Naylor, Michele
Implications of Research on Displaced Workers. ERIC Digest No. 80.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-80
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Community Colleges, *Dislocated Workers, *Employment Programs, Job Layoff, Job Search Methods, *Outplacement Services (Employment), Postsecondary Education, *Program Development, Program Implementation, Reduction in Force, *School Role, Structural Unemployment, *Unemployment
Identifiers—ERIC Digests

Worker displacement is more closely related to structural features associated with firms than to the characteristics of the individuals who lost their jobs. Despite economic growth, large numbers of displaced workers continue to experience difficulty in making labor market adjustments. Programs to retrain and reemploy displaced workers exist at all levels of government and in the private sector. The most successful programs in the private sector are those that emphasize reemployment rather than retraining. Two common elements of successful state-level programs are active cooperation of labor and management and a broad range of services. Recommendations to strengthen the capacity of educational institutions to serve the needs of displaced workers include the development of programs that are comprehensive in design, are closely linked with private and public agencies, and have program administrators who work closely with local employers and who are aggressive in promoting and marketing services. Program leaders should encourage employers to give advance notice of impending layoffs or plant closures, aggressively seek opportunities to provide training services to companies, and establish a fast response mechanism. Programs should include a strong job development component and establish mechanisms for early linkage with companies and postprogram follow-up linkage with displaced workers. (YLB)

ED 305 494 CE 052 232
Kerka, Sandra
Communications Technologies in Adult, Career, and Vocational Education. ERIC Digest No. 81.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-81
Pub Date—89
Contract—RI88062005
Note—3p.; Updates ED 240 395.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Audiovisual Communications, *Career Education, Career Guidance, *Communications, Delivery Systems, Distance Education, *Educational Technology, *Information Technology, Postsecondary Education, Secondary Education, Telecommunications, *Vocational Education
Identifiers—ERIC Digests

The rapidly developing communications technologies (CT) have the potential to deliver education to more learners in more satisfactory ways. CT may overcome barriers to student participation in adult education, enable career educators to provide a higher level of career guidance to greater numbers, and facilitate currency in vocational preparation. Delivery modes include video, audio and audiographic, and computer. Examples of CT uses in adult, career, and vocational education are the AgriData Network, Instructional Television Fixed Service, Ohio State University's Cooperative Extension Service's microwave transmission to operate a television classroom, and several electronic networks. Various studies have researched the instructional effectiveness of CT. Findings indicate that instruction involving CT is most effective when the instruction is "high touch" and interactive, students are prepared in advance, students understand supplemental materials, and the instruction does not imitate face-to-face teaching. CT can increase access to learning opportunities and more and better information sources, be individualized to meet student needs, and enhance immediacy while saving time and money. However, concerns about the effects of CT include equity of access, ethics, quality of instruction, effect on learning, and accommodation of different learning styles. (13 references) (YLB)

ED 305 495 CE 052 233
Imel, Susan
Teaching Adults: Is It Different? ERIC Digest No. 82.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-82
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Adult Students, *Age Differences, *Andragogy, *Cognitive Style, Educational Research, *Learning Strategies, Teacher Attitudes, *Teaching Methods
Identifiers—ERIC Digests, Knowles (Malcolm S)

Malcolm Knowles is attributed with developing the most cogent model underlying the assumption that teaching adults should differ from teaching children and adolescents. His andragogical model is based on the premise that adult learning differs from preadult learning. Two studies have examined whether teachers do actually use a different style when teaching adults. Respondents in both studies reported they spend less time on discipline and giving directions, provide less emotional support, structure instructional activities less tightly, and

vary teaching techniques more. Follow-up classroom observations in one study did not verify the self-reported differences in teaching behavior. That study did find that a nontraditional, less-formal room arrangement did lead to the use of a more student-centered approach; teachers with more formal training in adult education tended to use student-centered approaches the least; and the more flexible and responsive teachers were less experienced, female, secondary-level, and those who taught personal enrichment classes. Some considerations for practice emerged from the studies: determine the purpose of the teaching-learning situation, provide opportunities for teachers to practice learner-centered methods, and select teachers on the basis of their potential to provide learner-centered instructional settings. (YLB)

ED 305 496 CE 052 234
Imel, Susan Kerka, Sandra
Labor Market Information and Career Decision Making. ERIC Digest No. 83.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-83
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Guidance, Computer Networks, Decision Making, Delivery Systems, Demography, *Employment Patterns, Guides, *Information Networks, Information Seeking, *Labor Market, *Occupational Information
Identifiers—ERIC Digests

Labor market information (LMI) describes the interaction between occupations and employers. Three major components make up LMI: economic or labor force information, occupational information, and demographic information. Various agencies, including federal departments and state employment security agencies, compile LMI. A guide to the information is the network of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees. The three most common types of LMI classification (and the major federal publications that use them) are by occupation (Dictionary of Occupational Titles, Standard Occupational Classification Manual, and Guide for Occupational Exploration), by industry (Standard Industrial Classification Manual), and by instructional program (A Classification of Instructional Programs). Criteria to assess the quality of sources of LMI include reliability, comprehensiveness, timeliness, and credibility of the developer. Resources to help teachers and counselors make better use of LMI in career decision making include "A Training Handbook for Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide," "Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook," and "Improved Career Decision Making through the Use of Labor Market Information Trainer's Guide." (YLB)

ED 305 497 CE 052 235
Haisty, Ida M.
Evaluation Strategies for Vocational Program Redesign. ERIC Digest No. 84.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-84
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Postsecondary Education, *Program Design, *Program Evaluation, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Much of the evaluation of vocational education at the state and local levels has been conducted in response to federal legislation. Although some of the evaluative information has been useful for program improvement, much has been collected only for compliance with federal and state mandates. The educational reform movement has prompted school officials to turn to evaluation to answer questions about redesigning their vocational programs despite criticism about the usefulness of evaluation strategies and results. Research on school effectiveness and program improvement indicates that if desired change or redesign is to occur, school culture and stakeholders' needs must be considered in the evaluation. McKinney's model for evaluating vocational education includes these main activities: framing evaluation problems, interpreting dynamics of problems, and overcoming problems. Starr's evaluation method increases the relevance of vocational education offerings in meeting employment needs of students, employers, and labor market areas. This model incorporates the use of both quantitative data and explicit value judgments for comparing and ranking ongoing programs. According to Sirotnik, valid information about the ongoing schooling process should be collected. Microcomputers have added to the evaluation process the advantage of ease in storing, analyzing, and reporting the information collected. (12 references) (YLB)

ED 307 377 CE 050 189
Budke, Wesley E.
Effective Teaching in Vocational Education. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Postsecondary Education, *Program Effectiveness, Program Evaluation, Secondary Education, *Teacher Effectiveness, *Teaching Methods, *Vocational Education

The staff at the Northwest Regional Educational Laboratory developed a framework that classifies factors contributing to secondary vocational education effectiveness. These factors are organized into four categories--occupational, educational, ancillary, and societal. Another study reviewed the effective schooling literature and identified six factors that relate positively to increased learning: time on task, performance expectations, student motivation, cooperative (team) learning, effective learning climate, and use of evaluation. A third study identified 13 principles of teaching and learning that provide the rationale for the organization and structure of subject matter, motivation of students, reward and reinforcement, and the selection of teaching techniques. (YLB)

ED 307 378 CE 050 190
Bhaerman, Robert D.
Selecting and Using Career Information Systems. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Career Development, *Career Guidance, *Career Planning, Computer Oriented Programs, *Information Systems, *Occupational Information, Online Systems, Postsecondary Education, Secondary Education, Vocational Evaluation
Identifiers—*Career Information Systems

This brief summarizes research-based implementation factors to improve the selection and use of career information systems in schools, community agencies, and other employment and training settings. Thirteen factors to consider when selecting career information systems are identified: theoretical assumptions upon which the system is based, strengths and weaknesses, instructional elements the system attempts to explain, effectiveness of these elements, specific topics of occupational/educational elements, relevance of elements, type and appropriateness of information covered, coverage of information, internal system structure, degree to which supportive materials explain system structure, degree to which the system provides technical support, recommended hardware, and system dependability. Thirteen factors to consider in using such systems are listed: consistency of system goals with the institution's career development theory, fit of processes and content with career development plans, wide variety of implementation activities, user orientation and follow-up, consideration of career planning needs of target populations, client opportunity to use the system, long-term commitment to providing the system's services, system evaluation, staff user updating and training, facilities with ample and accessible space, equipment availability, equipment in high-traffic areas, and inhouse training for potential users. (YLB)

ED 307 379 CE 050 255
Adult Literacy. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Educational Trends, Functional Literacy, *Illiteracy, Instructional Improvement, *Literacy Education

This document begins with an overview of trends and issues in the area of adult literacy. This overview briefly addresses: the number of adult illiterates, the costs of adult illiteracy, adult illiteracy as a barrier to increasing U.S. competitiveness, efforts that have focused on adult illiteracy, the issues that have surfaced, and recommendations to reduce adult illiteracy. A list follows of resources that provide information about adult literacy. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED or EJ number. Similar information is provided for several non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 380 CE 050 256
Career Education for the Limited English Proficient. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Bilingual Education, *Career Counseling, *Career Development, *Career Education, Career Guidance, Educational Trends, *English (Second Language), *Immigrants, *Limited English Speaking, Postsecondary Education, Secondary Education, Vocational Education

This document begins with an overview of trends and issues in the area of career education for limited English proficient persons. The overview briefly addresses: the projected shortage of young workers in the work force that will force employers to hire limited English proficient (LEP) individuals, the accompanying demand for higher skill levels in those jobs, the role of career education in integrating LEP individuals into the work force, the need for career counseling for LEP youth and adults, the areas of learning that must be incorporated into career education, and ancillary student needs such as transportation and child care. A list follows of sources of information on career education for LEP persons. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED number. Similar information is provided for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses

and telephone numbers are included. (YLB)

ED 307 381 CE 050 257
Access and Equity in Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Disabilities, *Disadvantaged, Displaced Homemakers, Educational Legislation, Educational Trends, *Equal Education, Federal Legislation, *Limited English Speaking, One Parent Family, Postsecondary Education, Prisoners, Secondary Education, *Vocational Education
This document begins with an overview of trends and issues in the area of access and equity in vocational education. The overview briefly addresses: emphasis in federal vocational education legislation on support of increased vocational education opportunities for special target populations, lack of success to date in certain areas of access and equity, and the bases of future policy to support access and equity goals. A list follows of resources that provide information about access and equity. Print resources available from ERIC are listed by author, with title, place of publication and publisher of source, date, and ED or EJ number. Similar information is presented for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 382 CE 050 258
Older Workers. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Age Discrimination, *Aging (Individuals), Career Counseling, Early Retirement, Educational Trends, *Equal Opportunities (Jobs), Lifelong Learning, *Older Adults, *Retirement, *Retraining
Identifiers—*Older Workers
This document begins with an overview of trends and issues in the area of older workers. The overview briefly addresses: the reversal of the trend toward early retirement, growth in the population of individuals over age 55, increased longevity, economic pressures for older persons that lead to work in order to supplement retirement income, low birth rates, and benefits to employers who use older workers. A list follows of resources that provide information about older workers. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED or EJ number. Similar information is provided for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 308 398 CE 052 833
Wagner, Judith O.
Locating Job Information. ERIC Digest No. 85.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-85
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Change, Career Choice, *Career Education, Career Exploration, *Career Planning, Decision Making, Education Work Relationship, *Employment Opportunities, Information Services, *Information Sources, Interest Inventories, Job Applicants, Job Placement, *Job Search Methods, Occupations, Public Libraries, Resumes (Personal), State Departments of Education, Vocational Aptitude, Vocational Education, Vocational Interests
Identifiers—ERIC Digests, *Ohio Career Information System
How to locate information that can be used in career decision making is the subject of this digest. The first section lists the career/occupational information collections generally found in public libraries, including printed resources, information about associations, information about local sources of job information, information on specific careers, information about potential employers, information on special populations, information on job search methods, and sample military and civil service tests. The next section points out that most state departments of education have career information systems that are available to just about anyone and also describes such a system (the Ohio Career Information System). Tips on accessing a state occupational information system are given. The section on school career centers includes information on the holdings of secondary and postsecondary career education or guidance offices. An eight-item annotated bibliography concludes the document. (CML)

ED 308 399 CE 052 834
Harrison, Cheryl
Career Development in the Workplace. ERIC Digest No. 86.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-86
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Change, *Career Development, *Career Planning, Education Work Relationship, *Employer Employee Relationship, Midlife Transitions, Occupational Aspiration, Organizational Development, Personnel Management, *Professional Development, *Promotion (Occupational)
Identifiers—ERIC Digests
Intended for employers, human resource staff, and adult educators, this digest addresses the purposes of career development programs in the workplace and describes the components of such programs. In the first section, the term career development is defined and labeled as just one component of organizations' human resource management. Eight factors that influence the need for career development are listed. The next section describes each step of the management cycle and states that the steps correspond to career development strategies that help both manager and employee maximize career growth. The next section discusses three distinct phases of the career development process (staffing and orientation, evaluation, and development) from which an employer can choose strategies to create a customized career development system. Guidelines for designing and implementing a career development system are presented in the final section. The digest concludes with four references. (CML)

ED 308 400 CE 052 835
Naylor, Michele
Retaining At-Risk Students in Career and Vocational Education. ERIC Digest No. 87.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-87
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Dropout Prevention, *Dropout Programs, Dropout Research, *Dropouts, *High Risk Students, High Schools, *School Holding Power, Student Attrition, Vocational Education
Identifiers—ERIC Digests
This practice-application digest addresses what vocational education can do to reduce the almost 30 percent dropout rate among U.S. students. The first section describes factors that place students at risk, focusing on factors included in the Wisconsin Department of Public Instruction's definition of the term "at-risk." In the next section, the digest cites research that indicates vocational instruction compares favorably to the characteristics of nine model dropout prevention programs; however, vocational educators should motivate at-risk students by shifting their programs from a subject-focused to a career-focused curriculum. The document lists the set of characteristics shared by successful dropout prevention programs and describes two program models (the school-within-a-school program and the integrated learning environment). The key components of successful dropout prevention programs (development of administrative, community, family, and funding support and development of a program geared toward the special needs of at-risk students) and a citation for detailed recommendations in the literature are included. Recommendations for structuring classrooms offer practical advice on teaching style, curriculum, students' learning style, classroom organization and management, and evaluation and assessment. The document includes four references. (CML)

ED 308 401 CE 052 836
Kerka, Sandra
Retaining Adult Students in Higher Education. ERIC Digest No. 88.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-88
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Adult Students, *College Environment, Higher Education, Models, *School Holding Power, *Student Attrition, Student College Relationship
Identifiers—ERIC Digests
This document reviews research on the factors affecting the retention of adult students, discusses the relevance of some attrition models for adults, and presents strategies for helping adults adapt to the university and for adapting the university to adults. Reviewing factors affecting retention, the digest says that student characteristics, circumstances, and the educational environment affect adult students' persistence and participation in higher education and suggests that since educators have so little influence over the first two of those factors, they had better concentrate on the third. Among the writers cited are those who believe that educational institutions are "out of sync" with adult students, that many adults attend school for reasons other than obtaining academic degrees (making "degree obtained" an irrelevant measure of persistence), and that institutions have taken three approaches toward adult programs (only one of which places the programs in the mainstream of the institution). The most relevant implications of several retention studies are presented in a review of retention models and adult students. A section on helping adults adapt to the university lists situational factors and psychological influences that affect persistence, as well as services and interventions that can help alleviate problems. The section on adapting the university to adult students lists eight program and instructional strategies to enhance retention and five techniques aimed at making the institutional environment more flexible. Eleven references appear. (CML)

ED 308 402 CE 052 837
Imel, Susan
Adult Literacy Issues: An Update. ERIC Digest No. 89.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-89
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, *Adult Literacy, *Adult Reading Programs, Basic Skills, *Functional Literacy, *Literacy Education, Program Evaluation, Reading Instruction, Reading Skills, Standards
Identifiers—ERIC Digests, Professionalism

This digest about issues currently being debated in the adult literacy field examines the appropriate goals and objectives for adult literacy education, professionalization of the field, and literacy program evaluation. The first section reflects the disagreement between those who believe the purpose of literacy education should be to support economic development by preparing citizens for employment and for effective performance in a high-productivity economy and those who believe that the purpose of literacy education should relate more to liberating people for intelligent, meaningful, and humane action in the world. In the section on professionalization of the field, the digest discusses a number of factors (the use of volunteer tutors, the need for an integrated system to support professional development, and a lack of consensus about what level of education and training is needed for effective performance) that have converged to direct interest to the professionalism issue during the 1980's. The section on evaluation of adult literacy programs calls for knowledgeable professionals to develop more effective evaluation of literacy programs, but recognizes the difficulty of defining goals for the evaluation of such programs when the purpose and goals for adult literacy in general have not been set. The digest concludes with 12 references. (CML)

CG

ED 304 624 CG 021 498
Goodman, Jane Hoppin, Judith
Adult Career Counseling-New Clientales. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, *Career Counseling, Client Characteristics (Human Services), Counseling Techniques, *Counselor Role, *Dislocated Workers, *Dual Career Family, *Older Adults, Personnel Policy
Identifiers—ERIC Digests

This digest examines the role of adult career counselors in working with three new types of clients: (1) older adults looking for post-retirement careers; (2) displaced workers; and (3) dual career couples. It also considers the role of career counselors in providing career development programs at the worksite. Additional skills needed by counselors to function effectively in these new roles are discussed. (NB)

ED 304 625 CG 021 499
Hayden, Thomas C.
College Counseling in Independent Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admissions Counseling, *College Admission, College Preparation, College School Cooperation, *Counselor Role, Higher Education, High Schools, *Private Schools, School Counseling, *School Counselors
Identifiers—ERIC Digests

This digest examines the role of the school counselor in independent schools. It describes the counselor as an analyst who understands the pressures of college admissions, an advocate for the school's college-bound students, an advisor to parents, at times a classroom teacher, and an intermediary between schools and colleges. (NB)

ED 304 626 CG 021 500
Hoover, Robert M.
Counselors' Use of Tests: Process and Issues. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Testing, Confidentiality, *Counseling Techniques, Counselor Qualifications, *Ethics, Scores, *Test Interpretation, Test Selection, *Test Use
Identifiers—ERIC Digests

This digest on test uses in counseling discusses the selection, administration, and scoring of tests; the interpretation of test results; and communication of results to clients. It examines such issues in testing as confidentiality, counselor preparation, client involvement in the testing process, computerized testing, and ethics. (NB)

ED 304 627 CG 021 501
Hansen, Sunny Harlan, Deb
Sex Equity in Guidance and Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Change Agents, *Counselor Attitudes, *Counselor Role, Elementary Secondary Education, School Counselors, *Sex Bias, Sex Role, Social Change, *Student Attitudes, Trend Analysis
Identifiers—ERIC Digests, *Sex Equity Coordinators

This document highlights progress in sex equity over the past 15 years, examines the current status and trends, and describes the role of counselors and educators as change agents in reducing sex bias. (NB)

ED 304 628 CG 021 502
LaChance, Laurie
Alcohol and Drug Use among Adolescents. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Drinking, *Drug Use, Elementary Secondary Education, Identification, Incidence, *Prevention, *School Role, *Substance Abuse
Identifiers—ERIC Digests

This digest describes the incidence of alcohol and drug use among adolescents, the causes of substance abuse, and theories of sequential drug use. It discusses the role of the school in substance abuse prevention and intervention activities, providing several recommendations for planning prevention programs. (NB)

ED 304 629 CG 021 503
Mosser, John W.
Issues and Trends in Career Planning and Placement. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Planning, *Computer Oriented Programs, *Marketing, *Placement, *Population Trends, Trend Analysis, Videotape Recordings
Identifiers—ERIC Digests

This digest discusses five major issues and trends that significantly affect career planning professionals: (1) changing demographics; (2) the increasing role of computers in career planning; (3) a new orientation to international employment; (4) video tape technology; and (5) an increased emphasis on marketing. (NB)

ED 304 630 CG 021 504
Purkey, William W.
An Overview of Self-Concept Theory for Counselors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Role, *Individual Development, Influences, *Self Concept, *Theories
Identifiers—ERIC Digests

This overview of the self-concept theory describes how people organize and interpret their personal existence. It discusses the beginnings and recent history of the self-concept theory, and presents three major qualities of self-concept: that it is learned, organized, and dynamic. It asserts that individuals have relatively boundless potential for developing a positive and realistic self-concept. (NB)

ED 304 631 CG 021 505
Bleuer, Jeanne C.
Counseling Underachievers: A Comprehensive Model for Intervention. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[88]
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, *Counselor Role, Elementary Secondary Education, Group Counseling, Individual Counseling, Models, *School Counselors, Student Problems, *Underachievement
Identifiers—ERIC Digests

This digest uses an analysis of underachievement literature from the Educational Resources Information Center (ERIC) database to develop a comprehensive model for improving counseling interventions with underachievers. It discusses a redefinition of the school counselor's role, describes the model itself, and suggests uses of the model in both individual and group counseling. (NB)

ED 304 632 CG 021 506
Gysbers, Norman
Career Development: The Contemporary Scene and the Future. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, Developmental Stages, Elementary Secondary Education, *Futures (of Society), *History
Identifiers—ERIC Digests
This digest examines the meanings of career development which have evolved since the 1950s; discusses the diversity of programs, tools and techniques in career development today; and explores future trends in the field. It discusses expanding populations and settings for career development, examines career development in the schools and with adults, and concludes that career development is a life-span phenomenon. (NB)

ED 304 633 CG 021 507
Walz, Garry R.
Marketeer: New Role for Career and Placement Specialists. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Planning, *Counselor Role, *Delivery Systems, Human Services, *Marketing, *Placement
Identifiers—ERIC Digests
This digest discusses the importance of marketing in the field of career planning and placement. It explains the use of marketing techniques in counseling and the human services, lists major relevant marketing concepts, and provides a marketing list for career planning and placement counselors. (NB)

ED 304 634 CG 021 508
Anderson, Mary
Counseling Families from a Systems Perspective. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, *Counseling Theories, *Family Characteristics, *Family Counseling, Family Problems, *Systems Approach
Identifiers—ERIC Digests
This digest briefly reviews theoretical models for counseling dysfunctional familes, then discusses the use of systems theory in counseling families. It lists the characteristics of a dysfunctional family, explains family systems intervention, discusses the goals of family treatment, and describes several family systems counseling techniques. (NB)

ED 304 635 CG 021 509
Loesch, Larry C.
Assessing Counselor Performance. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Counselor Characteristics, *Counselor Evaluation, *Counselor Performance, *Evaluation Criteria, *Evaluation Methods, Outcomes of Treatment
Identifiers—ERIC Digests
This digest discusses several major issues in the area of assessment of counselor performance, looking at the need for counselor assessment, areas of assessment in counselor performance, evaluation methods, evaluators, and the time of assessment. Several recommendations are made for more effective assessment of counselor performance. (NB)

ED 307 524 CG 021 685
Bleuer, Jeanne C., Ed. Schreiber, Penny A., Ed.
Counseling Young Students at Risk: Resources for Elementary Guidance Counselors. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—89
Contract—RI88062011
Note—155p.; Cover title varies slightly.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($14.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Achievement, Alcoholism, *Counselor Role, Death, Divorce, *Elementary Education, *High Risk Students, Latchkey Children, *School Counseling, School Counselors, Self Esteem, Sexual Abuse, Stress Management
This collection of papers addresses seven critical problem areas that can place today's young students at risk. "Children in Self-Care" (Merlyn Pitney) discusses the key problems of the rapidly increasing number of "latch key" students who must fend for themselves before and/or after school. "Stress Management for Children" (Kristine Kunkle) shows that stress is experienced not just by adults even though there has been little attention paid to its impact on children and their school work. The problems of the increasing numbers of children whose parents have divorced are discussed in "Children of Divorce" (Cindy Russell). "Children of Alcoholic Parents" (Joyce Jagucki) presents a clear case for greater teacher and counselor attention to the difficulties of children from alcoholic families. "Children Who Are Victims of Sexual Abuse" (Debra Duetemeyer) provides alarming statistics about the number of abused children and guidelines for professionals to observe in identifying and working with these children. "Children Coping with Death and Loss" (Kathleen Ray) describes how schools can respond to these children in their sorrow. Finally, numerous esteem-enhancing resources that can lead to long-term rewards in student adjustment and achievement are discussed in "Self-Esteem and Academics" (Lynn Burton). A bibliography is included with each article. (ABL)

ED 307 525 CG 021 686
Beekman, Nancy R.
Parenting School-Aged Children and Adolescents. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—89
Contract—RI-88062011
Note—50p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($10.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Adolescents, *Child Rearing, Children, Interpersonal Communication, *Parent Child Relationship, *Parenting Skills, Parent Role, Self Esteem
Research on parenting with particular attention to parental influence on such matters as self-esteem, academic achievement, social support, and parent-child communication is synthesized in this document. Parental concerns are noted and discussed from an historical vantage point and compared with what concerns parents most today. Sources of help for those concerns are presented as well. The monograph provides an annotated bibliography for parents of school-aged children and adolescents. Resources included in the bibliography range from those focusing on the general issues and concerns of parents to specific information on parent-child communication about topics such as acquired immune deficiency syndrome, nuclear war, and sexuality. Resources are also provided on a large number of topics including suicide, self-esteem, latchkey children, child sexual abuse, child management, the parent's role in the child's education, and alcohol and drug abuse. Bibliographic collections and directories appropriate for parents are listed. The foreword states that a particular parental perspective is not espoused, but rather parents are offered a repertoire of current and relevant resources which if used wisely can lead to more informed choices. It is also noted that this monograph offers a window to the many resources available from the Educational Resources Information Center (ERIC). (ABL)

ED 307 526 CG 021 687
LaChance, Laurie L.
Alcohol, Drugs and Adolescents. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—89
Contract—RI-88062011
Note—116p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($12.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescents, *Alcohol Abuse, *Drug Abuse, Elementary Secondary Education, Evaluation Methods, Higher Education, Identification, *Intervention, *Prevention, *Substance Abuse
The foreword states that this publication aims to assist the reader to better understand the dimensions of the drug and alcohol abuse problems of adolescents and the responses of choice by professionals and by those caring for adolescents. These topics are discussed: (1) the stepping stone theory; (2) correlates of substance abuse; (3) identification, assessment, and treatment of adolescent substance abuse; (4) intervention strategies for adolescents with substance abuse problems; (5) treatment programs for alcohol and substance abuse problems; (6) role of school in adolescent substance abuse; (7) the impact program; (8) drugs and sports; (9) colleges and universities; (10) adolescent substance abuse prevention; and (11) the disease concept of alcoholism. Appendices address the topics of crack cocaine and specific drugs and their effects, and provide a university alcohol and drug questionnaire, a student referral form, and a discussion of how to develop a drug policy. Telephone numbers and/or addresses are given for resources in the areas of Impact Training; drug abuse information; parent programs and activities; student groups; assessing drug abuse problems; training programs; training materials and workshops; school policies; and additional organizations. References to selected Educational Resource Information Center (ERIC) documents are included with their annotations. (ABL)

CS

ED 297 303 CS 009 257
Kress, Roy
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. ERIC Digest Number 6.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Testing, Educational Trends, Elementary Secondary Education, *Informal Reading Inventories, *Reading Diagnosis, Reading Research, *Remedial Reading, Theory Practice Relationship
Identifiers—ERIC Digests
Two trends have emerged in recent years in the diagnosis of remedial readers, which--when applied with caution--may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully and customized to minimize their significant limitations. IRIs are often used to place readers in materials of appropriate difficulty. Some reports in the ERIC database suggest it is harmful to place children in unnecessarily low reading groups; others show that many experienced teachers identify materials that will insure success for the remedial reader. Another trend is the use of computerized diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and instructional decisions, which require precise individual assessments. (SR)

ED 297 324 CS 211 382
Robinson, Randal
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-5568-5
Pub Date—89
Contract—400-86-0045
Note—93p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 ($7.95 member, $9.95 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—English Instruction, Grade 10, Higher Education, High Schools, *Language Usage, Language Variation, *Literature Appreciation, *Seventeenth Century Literature, Teaching Methods, *Writing Exercises
Identifiers—*Elizabethan Drama, *Shakespeare (William), Word Omission, Word Order
One of a series of practitioner oriented texts designed to clarify important educational issues and improve classroom practice. This book examines difficulties in teaching Shakespearean language at the high school and undergraduate levels and provides practical exercises for students. The book begins with an overview of previous theory and research related to the study of William Shakespeare's dramatic language, and pinpoints the most confusing language practices, based on diagnostic exercises with college students and high school sophomores. The book is then divided into three sections of practice exercises (with worksheets for students, and an introduction for teachers). The first section--"Shakespeare's Unusual Arrangements of Words"--focuses on Shakespearean characters' unexpected word sequences. Section 2--"Shakespeare's Troublesome Omissions"--discusses how students can improve their understanding of syllable omissions, omissions of syllable parts, and word omission in the characters' speeches. Finally, the third section--"Words Not Quite Our Own"--presents groupings of 112 familiar words that appear with unexpected meanings, and four assignments which can be used in conjunction with the vocabulary materials. (MM)

ED 297 402 CS 506 302
Robbins, Bruce
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Dramatics, *Drama, Elementary Secondary Education, *English Instruction, *Language Arts, Readers Theater, Role Playing, Simulation, Teaching Methods
Identifiers—*Drama in Education, ERIC Digests, Facilitators, Improvisation
Literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom. Studies have shown that high school students using dramatic enactment experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode. Drama has varied applications in the classroom, including improvisation; role-playing; readers' theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. With practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire. (MS)

ED 298 471 CS 009 329
Nagy, William E.
Teaching Vocabulary To Improve Reading Comprehension.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-5238-4
Pub Date—88
Contract—400-86-0045
Note—52p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52384-015, $4.95 member, $7.50 nonmember-ISBN-0-8141-5238-4); International Reading Association, PO Box 8139, 800 Barksdale Rd., Newark, DE 19714-8139 (No. 151, $4.95 member, $7.50 nonmember-ISBN-0-87207-151-0).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *Reading Comprehension, Reading Research, Reading Skills, Teaching Methods, *Vocabulary Development, *Vocabulary Skills
Identifiers—*Prereading Activities
Based on the best available research, this publication describes the most effective methods of vocabulary instruction for the improvement of reading comprehension. Examples of useful approaches to vocabulary instruction aimed at students past the initial stages of reading are presented for use or adaptation by classroom teachers. The publication's main emphasis is on the use of prereading activities, but the primary purpose is to provide the teacher with a knowledge of how and why vocabulary-related activities can be chosen and adapted to maximize their effectiveness. Sections of the publication discuss: (1) reasons for failure of vocabulary instruction; (2) partial word knowledge; (3) problems of traditional methods of vocabulary instruction; (4) efficiency of vocabulary instruction; and (5) the trade-off between effective instruction and incidental learning. (Fifty-five references are appended.) (RS)

ED 299 545 CS 009 348
Cowles, Margaret Haining
Reading in the Two-Year College. Focused Access to Selected Topics (FAST) Bibliography No. 5.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Literature Appreciation, Multimedia Instruction, *Reading Instruction, Reading Programs, *Remedial Reading, *Teaching Methods, *Two Year Colleges
This 24-item annotated bibliography of journal articles and monographs from the ERIC database is designed to assist two-year college faculty and administrators by answering questions and providing new ideas for the successful conduct of their reading instruction program. The items date from 1983 to 1988 and are arranged in the following categories: (1) an overview; (2) remedial reading instruction; (3) methods and media for teachers; (4) literature in the two-year college; and (5) computer-assisted instruction. (RS)

ED 299 574 CS 211 542
Aiex, Nola Kortner
Storytelling: Its Wide-Ranging Impact in the Classroom. ERIC Digest Number 9. IDEN: *Story Telling by Children; ERIC Digests
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, Expressive Language, Learning Activities, Narration, *Oral Language, *Story Telling
Identifiers—*Story Telling by Children
Storytelling, a creative art form with a long history and considerable instructional potential, is increasingly regarded in schools and communities as literature. Recent papers and articles in the ERIC database discuss the use of storytelling in the classroom to develop language abilities, literature appreciation, critical thinking and comprehension, and understanding of community and self. Storytelling is effective in fostering a relaxed and intimate atmosphere in the classroom. Numerous activities can be employed to build children's storytelling skills. For a classroom teacher who wishes to use storytelling, it is best to begin with a simple story with action, a definite climax, and a conclusion the students will find satisfactory, and to remember that enjoyment is the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. (Twenty-two references are attached.) (SR)

ED 299 575 CS 211 544
Cowles, Margaret Haining
Publishing Student Writing. Focused Access to Selected Topics (FAST) Bibliography No. 6.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Audience Awareness, Class Activities, Creative Writing, Elementary Secondary Education, Higher Education, *Student Publications, Teaching Methods, *Writing for Publication
This annotated bibliography of 23 articles from the ERIC database on publishing student writing is addressed to anyone interested in publishing student writing as part of an instructional approach to teaching writing skills. An overview section includes representative articles, and a section on strategies for publishing follows. The two remaining sections touch on the benefits of publishing student writing and on reflections and advice from teachers and authors. (SR)

ED 300 795 CS 009 406
Weaver, Constance Groff, Patrick
Two Reactions to the Report Card on Basal Readers-The Basalization of America: A Cause for Concern and An Attack on Basal Readers for the Wrong Reasons. Arena Debate in Print Series No. 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062001
Note—31p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, 2805 E. 10th St., Bloomington, IN 47408 ($4.95 plus $1.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basal Reading, Elementary Education, *Reading Attitudes, Reading Comprehension, *Reading Materials, Textbook Content
Identifiers—Educational Issues
The publication of the "Report Card on Basal Readers" has generated a wide range of reactions and this first document issued in the ARENA series focuses on two of these reactions. The two reactions articulated in this debate represent opposite responses to the "Report." The first section, by Constance Weaver, examines first the philosophy implicit in basal series, its ramifications, and its out-of-date research base, and then argues that basal publishers should revise their materials to reflect advances in knowledge about how children learn to read. The second section, by Patrick Groff, offers a critique of the "Report Card" by asking whether it is more or less likely that the reading program that it proposes will bring on greater achievement in reading for children than can the typical basal system. The two debaters then respond to one another's essays and, in the final section, offer conclusions. Ninety-one references are appended. (MS)

ED 300 805 CS 009 420
Beecher, Jeff
Note-Taking: What Do We Know about the Benefits? ERIC Digest Number 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, *Encoding (Psychology), Higher Education, *Learning Strategies, *Notetaking, *Review (Reexamination), Secondary Education, *Study Skills
Identifiers—ERIC Digests
Researchers have long debated on whether note-taking results in improved student performance on tests. Over the years, researchers have tried to verify that note-taking helps students "encode" the information involved and that notes are valuable as materials for review. C. C. Crawford's 1925 study concluded that taking notes was better than not taking notes, that reviewing notes was a key to their impact, and that organizing notes effectively contributes to improved performance on tests. There is growing evidence that note-taking combined with critical thinking facilitates retention and applications of the information. One study found that successful college students engaged in greater integrative processing during note-taking, and that note-taking itself "enhances organizational processing of lecture information." Other research shows that note-taking is an effective learning strategy and that the amount of note-taking is related to academic achievement. While most note-taking research continues to measure the impact of note-taking on recall as measured by tests, there is increasing emphasis on cognitive analyses that may have more explicit instructional implications in the near future. (Twenty-seven references are listed.) (MS)

ED 300 847 CS 506 458
Aiex, Nola Kortner
Using Newspapers as Effective Teaching Tools. ERIC Digest Number 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Citizenship Education, Consumer Education, Elementary Secondary Education, Higher Education, *Instructional Materials, *Newspapers, *Reading Materials
Identifiers—ERIC Digests, *Newspaper in Education Program
Use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. The newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as "Newspapers in Education" (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and to supplement traditional classroom texts and resource materials. There are a number of ways teachers can use newspapers to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world. Some teachers have developed classroom materials using the newspaper for specialized instructional purposes, while others employ the newspaper as a foundation for law-related courses. Still others have devised a newspaper course for older students that helps prepare them for effective citizenship in an independent world, providing instruction in global concepts such as economic interdependence, the migrations of people, environmental independence, cultural diffusion, the communication revolution, and cultural diversity. Newspapers can also prove to be beneficial for teaching adult education students and learning disabled students. For readers at all levels, the newspaper can be a versatile tool to obtain useful and interesting information while developing an individual's ability to read. (MS)

ED 300 8[illegible] CS 506 459
Aiex, Nola Kortner
Using Film, Video, and TV in the Classroom. ERIC Digest Number 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Films, Higher Education, *Instructional Materials, Interdisciplinary Approach, *Mass Media Role, *Television, *Videotape Recordings
Identifiers—ERIC Digests
Teachers have long used the media--and particularly film--to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and (because of videocassette recorders) they are now considerably more accessible and less cumbersome to use. Film can be used as an adjunct to almost any discipline and is particularly effective in teaching different kinds of learners. Film can link disciplinary perspectives, can serve very specific courses and units, and can target and motivate writing. The mass media are an integral part of the environment in which today's students learn to read, write, listen, speak, and make meaning of their lives. This is a major reason that a properly designed course of instruction can use film to channel a student's enthusiasm and route it to an academically useful goal. (MS)

ED 301 905 CS 506 491
Sherma, Michael
Religious Broadcasting. Focused Access to Selected Topics (FAST) Bibliography No. 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Analysis, *Broadcast Television, *Mass Media Role, Programing (Broadcast), *Religion, Television Viewing
Identifiers—Evangelical Christians, Media Government Relationship, *Religious Broadcasting, *Televangelism
This annotated bibliography on religious broadcasting contains 23 references of articles in the ERIC database. The first section of this FAST Bib lists sources which relate to the historical development of religious broadcasting. The next section looks at the role that television plays in religious broadcasting. A section on the Christian Right examines the role evangelicals have played in making religious broadcasting so pervasive on television. The government and its relationship to religious television, specifically regulation by the FCC, is considered in several articles and papers cited in the fourth section. The last section looks at additional issues that are currently being researched in communications and reading. (MS)

ED 303 769 CS 009 508
Myers, Jamie
You Can Encourage Your High School Student To Read.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-162-6
Pub Date—89
Contract—RI88062001
Note—25p.; Parent Booklet No. 162.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($1.75); Parent Booklets, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 162, $1.75 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, High Schools, *High School Students, *Parent Child Relationship, Reading Materials, *Reading Skills, *Reading Strategies
Identifiers—*Reading Motivation
Part of a series designed to provide practical ideas parents can use to help children become readers, this booklet focuses on how to encourage high school students to read. The booklet describes the social needs of teenagers, general guidelines for developing purposeful reading, and specific strategies to develop purposes for reading. Under each of the different purposes some suggested activities to motivate teenagers to read are provided. A list of 10 recommended books and articles and a list of resources available from the International Reading Association are appended. (MS)

ED 303 789 CS 009 530
Roser, Nancy L.
Helping Your Child Become a Reader.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-161-8
Pub Date—89
Contract—RI88062001
Note—21p.

Available from—Parent Booklets, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 161, $1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($1.75 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, *Early Reading, Library Role, Oral Reading, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Primary Education, *Reading Aloud to Others, *Reading Material Selection, Television
Identifiers—Beginning Writing
This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers. Suggestions for reading to children include: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely. Other suggestions to parents for encouraging children to read include making sure children have books of their own, talking with and listening to children, giving children the opportunity to write, adult modeling of reading, using television wisely, using the library, and becoming involved at school. (RS)

ED 303 802 CS 211 649
Siegel, Marjorie Carey, Robert F.
Critical Thinking: A Semiotic Perspective. Monographs on Teaching Critical Thinking Number 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-00-4
Pub Date—89
Contract—RI88062001
Note—64p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($5.95); National Council of Teachers of English, 1111 Kenyon Rd. Urbana, IL 61801 (Stock No. 09675-3020; $5.95 member, $7.50 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Critical Reading, *Critical Thinking, Elementary Secondary Education, Higher Education, Logic, *Semiotics, Signs, Theory Practice Relationship
Identifiers—Dewey (John), Ennis (Robert), *Peirce (Charles S), Thinking Skills
Intended for teachers, this monograph encourages readers to consider the notion that thinking critically is a matter of reading signs, that it is the function of signs that makes reflective thinking possible. The book contains the following chapters: (1) "Beyond a Literal Reading"; (2) "Current Thinking on Critical Thinking"; (3) "The Roots of a Semiotic Perspective: C. S. Peirce and Semiosis"; (4) Critical Thinking in Semiotic Perspective: A Process of Inquiry"; (5) "The Practice of Critical Thinking"; and (6) "Classroom Contexts for Critical Thinking." Forty-nine references and an annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 304 682 CS 009 582
Morgan, Mary
Content Area Reading in Elementary Education. Focused Access to Selected Topics (FAST) Bibliography No. 24.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Content Area Reading, *Elementary Education, *Reading Instruction, Reading Material Selection, *Reading Research, Reading Strategies, Teaching Methods
Identifiers—ERIC Digests
Focusing on content area reading in elementary education, this annotated bibliography contains references to 29 articles and papers in the ERIC database, dating from 1987 to 1989. The citations include articles discussing content area reading research, reading material selection, and teaching strategies for content area reading at the elementary level. (MM)

ED 304 683 CS 009 584
Morgan, Mary
Content Area Reading in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 26.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Computer Assisted Instruction, *Content Area Reading, *Reading Instruction, *Reading Research, *Reading Strategies, Secondary Education
Identifiers—ERIC Digests
Focusing on content area reading in secondary education, this annotated bibliography contains references to 29 articles and papers in the ERIC database, dating from 1987 to 1989. The citations include articles discussing computer-assisted strategies, and reading strategies in math, science, and social studies. Other citations include articles describing reading strategies applicable to all content areas. (MM)

ED 306 543 CS 009 640
Nelsen, Allan R.
Critical Thinking and Reading: Empowering Learners To Think and Act. Monograph on Teaching Critical Thinking Number 2.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-02-0
Pub Date—89
Contract—RI88062001
Note—66p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 550, Bloomington, IN 47408 ($5.95 plus $1.50 postage and handling); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09705; $5.95 member, $7.50 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Critical Reading, *Critical Thinking, Elementary Secondary Education, Higher Education, Language Arts, Reading Comprehension, *Reading Instruction, Teacher Role, Teaching Methods
Identifiers—Dewey (John), Learner Centered Instruction, *Thinking Skills, Transactional Teaching Style, Transactional Theory
Intended for teachers, this monograph encourages educators to think critically both about critical reading and about what constitutes instruction of critical thinking in schools. The book contains the following chapters: (1) "Crisis in Confidence: The Need for Learner-Centered Schools"; (2) "A Mechanistic World View: Knowledge as Fact"; (3) "An Organic World View: Knowledge as Artifact"; and (4) "Thinking and Reading the Context." Fifty-eight references and an annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 306 552 CS 009 650
Powell, Janet L.
How Well Do Tests Measure Real Reading? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Construct Validity, Elementary Education, Metacognition, Reading Comprehension, Reading Diagnosis, *Reading Processes, *Reading Research, *Reading Tests, *Testing Problems
Identifiers—ERIC Digests, Reading Behavior
Despite a significant increase in test usage, numerous issues surrounding reading assessment remain unresolved. Construct validity--whether the test actually measures aspects of the behavior under consideration--is of particular importance if one is to rely on test scores to direct instruction, predict performance, or determine accountability. A slow but continually emerging trend to recognize reading as a thinking process has been at the core of the controversies over the validity of various forms of reading assessment. Virtually all methods of assessing reading are indirect, even those that claim to directly access reading processes. The product of reading should, however, reflect the process the test-taker uses to generate the responses that produce a reading comprehension test score. A reader's awareness of thought processes involved in reading has recently been called "metacognition," and test designers are now including items that supposedly measure this. The as yet limited research on the metacognitive aspects of reading has indicated that multiple-choice tests and written retellings have construct validity. While the scores (products) of these tests may not reveal direct information about the processes students use to complete them, the tasks do appear to involve mental processes that have long been associated with reading. (MM)

ED 306 553 CS 009 651
Sherman, Michael
Study Skills. Focused Access to Selected Topics (FAST) Bibliography No. 35.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Notetaking, Skill Development, *Study Habits, *Study Skills, *Test Wiseness
Identifiers—SQ3R Study Formula
This bibliography contains 36 annotations of resources in the ERIC database (ranging from 1983 to 1989) concerning study skills, note-taking, test-taking, and other organizational skills. The first section of this bibliography provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory on improving study skills. (MS)

ED 306 554 CS 009 652
Tama, M. Carrol
Critical Thinking: Promoting It in the Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Critical Thinking, Discussion (Teaching Technique), Literature Reviews, *Metacognition, Student Needs, *Teacher Education, *Teacher Improvement, Teaching Methods
Identifiers—ERIC Digests, *Thinking Skills
A number of researchers argue that the classroom must nurture an environment providing modeling, rehearsal, and coaching, for students and teachers alike, to develop a capacity for critical thinking. Despite the difficulties, many teachers are now promoting critical thinking in the classroom. They are (1) promoting critical thinking by infusing instruction with opportunities for their students to read widely, to write, and to discuss; (2) frequently using course tasks and assignments to focus on an issue, question, or problem; and (3) promoting metacognitive attention to thinking so that students develop a growing awareness of the relationship of thinking to reading, writing, speaking, and listening. (RS)

ED 306 585 CS 009 653
Shermis, Michael
Critical Reading and Thinking: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 36.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *Critical Thinking, Elementary Secondary Education, *Problem Solving, Skill Development, Teaching Methods
Identifiers—Higher Order Learning, Higher Order Skills, Thinking Skills
This bibliography contains 23 annotations of resources in the ERIC database (ranging from 1985 to 1989) on helping students develop higher level and analytical skills, such as critical reading and thinking. The citations include instructional strategies for teaching visual literacy, religion, spelling, reading, semiotics, problem solving, literature and composition, metaphorical thinking, and home economics. Some references focus on particular groups, such as adolescents or at-risk students. (MS)

ED 306 556 CS 009 654
Shermis, Michael
Strategies To Help Dyslexic Students. Focused Access to Selected Topics (FAST) Bibliography No. 37.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Dyslexia, Elementary Secondary Education, Higher Education, *Reading Difficulties, *Reading Research, Teaching Methods
This bibliography contains 35 annotations on resources in the ERIC database (ranging from 1982 to 1988) dealing with strategies to help dyslexic students. The bibliography is arranged into three sections: the first section provides an overview of dyslexia, the second section contains several citations on instructional strategies that can be used with the dyslexic student, and the last section refers to research on dyslexia. (MS)

ED 306 602 CS 211 854
Alex, Nola Kortner
Literature as Lessons on the Diversity of Culture. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Cross Cultural Studies, *Cultural Awareness, Cultural Differences, *Cultural Education, *Cultural Pluralism, Elementary Secondary Education, Higher Education, *Literature Appreciation
Identifiers—ERIC Digests, *Ethnic Literature
Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a recent survey of the most widely assigned literary works in high schools found that the high school canon changed very little between 1963 and 1989. The ERIC database provides several resources for administrators and teachers who wish to offer their students varied literary and cultural experiences. The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. The general theme of multi-ethnic literature can be simple: diversity. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. (MM)

ED 307 567 CS 009 505
Eppels, Ruth
Left Brain/Right Brain: Research and Learning. Focused Access to Selected Topics (FAST) Bibliography No. 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88006001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Brain Hemisphere Functions, Cognitive Development, *Cognitive Processes, Cognitive Style, Curriculum Design, Elementary Secondary Education, Language Acquisition, Learning Problems, Learning Strategies, *Learning Theories, *Perceptual Development, Study Skills, Teaching Methods
Identifiers—Brain Functions, *Brain Research, *Whole Brain Learning, Writing Assignments
This 27-item bibliography represents the variety of articles added to the ERIC database from 1983 through 1988 on left-brain/right-brain research, theory, and application as it relates to classroom incorporation. Included are conflicting opinions as to the usefulness of left-brain/right-brain studies and their application in the learning environment. However, most of the articles in the database describe learning activities which incorporate the research and support applications in the classroom. Many of the articles propose ways for people to become more whole-brained. (RAE)

ED 307 568 CS 009 506
Rasmussen, Sonja
Reading and the Elderly. Focused Access to Selected Topics (FAST) Bibliography No. 18.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Aging (Individuals), Annotated Bibliographies, *Older Adults, *Public Libraries, Reading Attitudes, *Reading Habits, Reading Instruction, *Reading Interests, *Reading Programs, Reading Research
Identifiers—Lifelong Readers, Reader Preferences, Reading Groups, Reading Motivation, Reading Uses
Intended for people who have a professional or personal interest in the elderly (researchers, public librarians, and people with elderly relations and friends), this annotated bibliography presents 34 items from the ERIC database from 1977-87 which explore aspects of reading as it relates to the elderly. The first section, an overview, is followed by a section describing reading programs for the elderly, including some in nursing homes, community centers, retirement centers, and an apartment complex, and some for individuals. The third section focuses on research on the reading habits and interests of the elderly, including reading preferences. The fourth section presents research on other issues, including factors affecting legibility of printed materials for older people, reading abilities of elderly persons in relation to the difficulty of essential government documents, and physical and psychological decrements affecting reading in the aged. Libraries and the elderly reader is the topic of the fifth section. The final section deals with literacy and instruction, discussing basic literacy and the aged, as well as the elderly college student's reading needs. (SR)

ED 307 569 CS 009 531
Eppels, Ruth
Ethnography and Personal Narrative: Uses in Education. Focused Access to Selected Topics (FAST) Bibliography No. 20.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Cultural Context, *Curriculum Design, Curriculum Development, Educational Anthropology, Elementary Secondary Education, *Ethnography, Instructional Materials, *Personal Narratives, Qualitative Research, Reading Instruction, *Reading Material Selection, Theory Practice Relationship, Writing Instruction
Identifiers—*Ethnomethodology
This 27-item bibliography represent the diversity of articles added to the ERIC database from 1983 to 1988 on the uses of ethnography and personal narrative in education. Included are conflicting opinions concerning the appropriateness of using this form of qualitative research to describe accurately problems within the classroom and to prescribe curriculum changes to meet those problems. Most of the articles in the bibliography describe ethnographic research and its effect on curriculum design and support its application in the classroom. Many of the articles contain sample assignments and suggestions for selecting reading materials. (RAE)

ED 307 570 CS 009 534
Morgan, Mary
Ability Grouping in Reading Instruction: Research and Alternatives. Focused Access to Selected Topics (FAST) Bibliography No. 21.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Grouping, Annotated Bibliographies, Elementary Education, *Grouping (Instructional Purposes), Instructional Effectiveness, *Reading Instruction, Reading Research, Teaching Methods
Identifiers—Educational Issues
Focused on the topic of ability grouping in reading instruction, particularly at the elementary level, this annotated bibliography contains 31 references to articles and papers entered in the ERIC database between 1983 and 1989. The citations include articles discussing recent research on ability grouping, and possible alternatives to ability grouping, such as cooperative learning and whole language techniques. (MM)

ED 307 571 CS 009 565
Shermis, Michael
Reader Response. Focused Access to Selected Topics (FAST) Bibliography No. 22.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI-88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, English Instruction, Higher Education, *Literature Appreciation, *Poetry, *Reader Response, *Reading Instruction, Teaching Methods, Writing (Composition), Writing Instruction
Identifiers—*Literary Theory
This annotated bibliography contains 30 references and provides resources to understand the theoretical foundations of reader response--a literary theory that is currently gaining increasing attention in literature instruction. The bibliography ranges from 1982 to 1989 and is divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. A section on "Other Teaching Techniques" presents ideas for discussion based on reader response, and how reader response theory applies to journalism, film study, and reading instruction. The last section, "Theory and Research," examines several studies on reader response. (MS)

ED 307 572 CS 009 583
Eppele, Ruth
Gifted Students and Reading. Focused Access to Selected Topics (FAST) Bibliography No. 25.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Elementary Secondary Education, Exceptional Child Research, Gifted Disadvantaged, *Reading Instruction, *Reading Material Selection, Reading Research, Teaching Methods, Writing Instruction
This 31-item bibliography which ranges from 1981 to 1988 focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation. (RAE)

ED 307 573 CS 009 585
Rasmussen, Sonja
Computers in Elementary Reading Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 28.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Computer Software Reviews, Computer Uses in Education, Courseware, Elementary Education, Program Descriptions, Program Evaluation, *Reading Instruction, Reading Research, Teaching Methods
Addressing many aspects of the use of computers in elementary reading instruction, this annotated bibliography in six sections contains 27 items from the ERIC database from 1987 to April 1989. The first section contains items discussing the pros and cons of such use; the second section deals with organizational aspects of computer use in the schools; and advice for teachers is offered in the third section. The fourth section reviews specific software programs; the fifth section describes and evaluates programs in schools; and the final section samples research. (SR)

ED 307 574 CS 009 592
Swensbergh, Roger
Reading Assessment in Elementary Education: Focused Access to Selected Topics (FAST) Bibliography No. 27.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Education, *Informal Reading Inventories, *Learning Disabilities, *Reading Achievement, *Reading Diagnosis, Reading Tests, *Standardized Tests
This 30-item annotated bibliography of documents concerning reading assessment in elementary education from the ERIC database, dating from 1983 to 1988, includes documents which give an overview of recent developments in reading assessment, presents standardized tests and alternative measures (including Informal Reading Inventories), and deals with assessment techniques for the learning disabled. (RS)

ED 307 578 CS 009 629
Shermis, Michael
Adult Literacy: Overview, Programs, and Research. Focused Access to Selected Topics (FAST) Bibliography No. 31.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Adult Reading Programs, Adults, Annotated Bibliographies, *Illiteracy, *Literacy Education, *Reading Instruction, Reading Research, Reading Skills
This annotated bibliography contains 34 references on issues concerning adult literacy listed in the ERIC database. It contains citations from the period between 1987 and 1989 and is divided into four sections. The first section provides an overview of adult literacy. Articles and papers in the second section describe and discuss adult literacy programs and projects. The third section presents citations on recent research. Issues concerning politics and women are annotated in the last section. (MS)

ED 307 579 CS 009 630
Shermis, Michael
Adult Literacy: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 32.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, Adult Reading Programs, Annotated Bibliographies, *Computer Assisted Instruction, Illiteracy, *Literacy Education, Reading Instruction, Reading Skills, Teaching Methods
This annotated bibliography contains 36 references on teaching methods and instructional strategies in the field of adult literacy found in the ERIC database. It contains citations from the period between 1987 and 1989 and is divided into two sections. The first section lists sources for instruction and training, while the second section contains references for the use of computers in adult literacy. (MS)

ED 307 604 CS 211 543
Cowles, Margaret Haining
The News about High School Journalism: Focused Access to Selected Topics (FAST) Bibliography No. 4.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *High Schools, *Journalism, Journalism Education, School Newspapers, *Student Publications, Yearbooks
Identifiers—Journalism Research
This annotated bibliography contains 33 items from the ERIC database on high school journalism topics of interest to student writers and editors, journalism instructors, publications advisers, and school administrators. The first section contains overviews. Ensuing sections address how journalism benefits students; legal issues in high school journalism; technical assistance for instructors and advisers; and the form/content of school publications. (SR)

ED 307 605 CS 211 633
Burriss, William
Storytelling: An Art for All. Focused Access to Selected Topics (FAST) Bibliography No. 9.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *Narration, *Story Telling, Student Participation, Teaching Methods
Identifiers—Oral Tradition
Focused on the oral tradition of storytelling, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The first section of the bibliography lists sources on the diversity of approaches to what constitutes a story. Articles concentrating on ways of using stories to promote a more immediate and fulfilling encounter with literature for students are included in the next category. In the third section, various examples, models, and possible areas to be highlighted while encouraging students to share their stories are featured. The fourth category contains sources to be utilized for storytelling as a teaching technique. (MS)

ED 307 606 CS 211 634
Shermis, Michael
Word Processing and Writing Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Computer Software, *Editing, Elementary Secondary Education, Teaching Methods, *Word Processing, *Writing Instruction, *Writing Processes
Synthesizing research on writing instruction using

word processors, this annotated bibliography contains 28 references of articles and papers in the ERIC database. The first section includes strategies, techniques, exercises, activities, and ideas on how to use time on a word processor most effectively. Articles and papers discussing the numerous benefits of word-processor use, including motivating students to spend more time on task and encouraging changes and rewriting, are presented in the section. The resources in the last section will be helpful in selecting word-processing programs and other kinds of instructional software. (MS)

ED 307 607 CS 211 635
Shermis, Michael
Word Processing and Writing Instruction for Students with Special Needs. Focused Access to Selected Topics (FAST) Bibliography No. 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Computer Assisted Instruction, Editing, Elementary Secondary Education, *English (Second Language), *Learning Disabilities, Revision (Written Composition), Teaching Methods, *Word Processing, *Writing Instruction
Identifiers—*Basic Writing
Addressing writing instruction for students with special needs, this annotated bibliography contains 26 references of articles and papers in the ERIC database. The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with learning disabled (LD) students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the English as a Second Language (ESL) classroom. (MS)

ED 307 608 CS 211 636
Morgan, Mary
Poetry-Writing Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 13.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Class Activities, Computer Assisted Instruction, Creative Writing, Elementary Secondary Education, *Poetry, Teaching Methods, *Writing Instruction
Focused on the topic of poetry-writing instruction, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The citations include articles discussing poetic forms, teaching strategies for elementary and secondary levels, and computer-assisted poetry-writing instruction. (MM)

ED 307 609 CS 211 655
Frankenbach, Charlie
Teaching Poetry: Generating Genuine, Meaningful Responses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Critical Reading, Critical Thinking, Elementary Secondary Education, *English Instruction, *Poetry, *Reader Response, Teaching Methods
Identifiers—ERIC Digests
Although many teachers force-feed the "meaning" of poetry to puzzled students or teach poetry by way of dissecting poetic techniques, more productive approaches to the study of poetry exist, as reflected in the literature in the ERIC database. Units of study can be organized around particular kinds of inquiry instead of around a literary genre or the themes of particular pieces. Readers can approach a poem by asking, "What does this say?" or "What does it matter?" Poetry can also sharpen thinking skills and teach children to deal with propaganda. In adult literacy education, the ambiguity of some poetry allows adult students to explore language in a non-threatening manner, since it invites unique explications rather than finding a right answer. The study of poetry can also be a suitable preparation for the study of law by teaching students to analyze language, recognize ambiguity, and develop consistency in interpretation-skills needed in the study of law. All of these approaches promote instruction that places responses to poetry within the control of students, who might shy away from poetry under teachers who lecture, quiz, and dictate a poem's meaning and significance. (MM)

ED 307 610 CS 211 667
Sensenbaugh, Roger
Use of Metaphor in Science Education. Focused Access to Selected Topics (FAST) Bibliography No. 14.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Childhood Attitudes, Computer Literacy, Content Area Writing, Elementary Secondary Education, Higher Education, *Metaphors, *Science Education, Technical Writing
Identifiers—Metaphorical Thought
This annotated bibliography contains 33 items from the ERIC database concerning the use and misuse of metaphor in science education. The items date from 1977 to 1988 and are grouped into five categories: overview, science education, writing in the sciences, children's learning, and computer terminology. (RS)

ED 307 616 CS 211 743
Herrmann, Andrea W.
Teaching Writing with Peer Response Groups. Encouraging Revision. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Cooperative Learning, Peer Evaluation, *Peer Teaching, *Revision (Written Composition), Secondary Education, Writing Evaluation, *Writing Instruction, Writing Research
Identifiers—*Collaborative Learning, Collaborative Writing, ERIC Digests
Writing instruction reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. Collaboration in writing groups provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience while the written product is taking shape. Studies of peer reaction show both positive and negative effects on revision. Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology. The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. (Twenty-eight references are appended.) (MS)

ED 307 622 CS 211 826
Shermis, Michael
Writing Apprehension. Focused Access to Selected Topics (FAST) Bibliography No. 33.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, English Instruction, Higher Education, Secondary Education, Teaching Methods, *Writing Apprehension, Writing Difficulties, *Writing Instruction, Writing Research
This annotated bibliography contains 26 references on writing apprehension found in the ERIC database. The bibliography contains citations from the period between 1985 and 1989 and is divided into four sections. The first section lists sources of teaching ideas. Citations in the second section deal with the use of computers in alleviating writing apprehension. Articles and papers in the third section discuss writing apprehension in students with special needs. The last section presents references dealing with the latest research on writing anxiety. (MS)

ED 307 639 CS 506 520
Shermis, Michael
Teenage Television Viewing. Focused Access to Selected Topics (FAST) Bibliography No. 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, *Adolescents, Alcohol Abuse, Health, *Mass Media Effects, *Mass Media Use, Secondary Education, Sexuality, *Television Viewing, Violence
Surveying the television habits of teenagers, this annotated bibliography contains 30 references of articles and papers in the ERIC database. The first section, "Impact on Health, Sexual Behavior, Use of Alcohol," addresses such issues as the relationship of viewing sexual content to sexual activity and sex role acquisition, and relationships between amount of viewing and the way youth deals with stress and other pressures. Sources in the second section, "TV Violence and Teenage Behavior," examine concerns such as the relationship between media content and antisocial behavior and possible connections between fantasy violence and real-world violence. Sources cited in the section on "Impact on Other Social Behaviors" deal with TV's possible role as a socializing agent and relationships between television viewing and academic achievement. In the last section, "Viewing Habits," the sources cited examine and report on the monitoring of television viewing, parental intervention, educational uses of television, and other concerns parents and teachers are likely to have. (MS)

ED 307 640 CS 506 521
Shermis, Michael
Communication Apprehension. Focused Access to Selected Topics (FAST) Bibliography No. 18.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Apprehension, *Communication Skills, Higher Education, *Public Speaking, Secondary Education, Speech Instruction, Teaching Methods
Identifiers—*Stage Fright
This annotated bibliography contains 31 references of articles and papers in the ERIC database that deal with communication apprehension (CA). The first section provides strategies for instructors and students to alleviate communication apprehension, speech anxiety, stage fright, and other problems people have with public speaking. The second section presents several programs that have utilized these and other strategies to help with fear and avoidance of communication. Articles and papers in the last section deal with recent research on CA. (MS)

ED 307 641 CS 506 522
Shermis, Michael
Business Ethics. Focused Access to Selected Topics (FAST) Bibliography No. 17.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, *Business, *Business Communication, *Business Education, Business English, *Business Responsibility, Corporate Support, *Ethics, Higher Education, Marketing, Moral Values
Addressing the needs of students who choose careers in business, this annotated bibliography contains 30 references of articles and papers in the ERIC database dealing with ethics in business. Sources cited in the first section, "Business Instruction," deal with teaching ethics in business communication, business literature, and other areas of the business education curriculum. Sources in the second section, "The Relationship of Business and Higher Education," address such concerns as universities' roie in commercial activities and industry-sponsored research, their investments in South Africa, and student-sponsored commercial enterprises. The last section, "Big Business," contains citations on values and codes of ethics in the corporate world. (MS)

ED 307 642 CS 506 535
Shermis, Michael
Listening Skills in Business. Focused Access to Selected Topics (FAST) Bibliography No. 19.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Business Administration Education, *Business Communication, *Business Education, Communication Research, Higher Education, Instructional Materials, *Listening Skills, Secondary Education, *Teaching Methods
Addressing the increasing importance of listening skills in the business world, this annotated bibliography contains 22 items from the ERIC database from 1979 to 1988. The sources cited in the first section of the bibliography are primarily concerned with teaching techniques and strategies for teachers of secondary and higher education business classes, although a few sources are meant for students, and some references are for teaching materials, skills assessment instruments, and learning modules. The second section presents citations of recent research on such topics as the current state of comprehension training in business courses, barriers to effective communication, and strategies used to improve listening skills in business communication settings. (SR)

ED 307 645 CS 506 634
Shermis, Michael
Interpersonal Communication. Focused Access to Selected Topics (FAST) Bibliography No. 34.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Communication Research, Conflict Resolution, Higher Education, Idioms, *Interpersonal Communication, Language Usage, Mass Media, Sex Bias, Sex Differences, Teaching Methods
Identifiers—Uncertainty Reduction
This annotated bibliography contains 28 references to articles in the ERIC database about interpersonal communication. It contains citations from the period between 1987 and 1989 and is divided into three sections. The first section presents several citations for instructional strategies in the area of interpersonal communications. The second section consists of resources on gender issues, for example, complaint interaction, idiomatic communication, nonsexist communication, conflict strategies, and marital conversations. Articles and papers in the last section represent a wide variety of different kinds of research and theory on topics such as employment screening, organizational innovation, encoding patterns, interpersonal versus mass media communication, problem solving, and the intercultural reentry process. (MS)

ED 308 548 CS 212 080
Classics, Folklore, and Mythology in the Classroom. Focused Access to Selected Topics (FAST) Bibliography No. 38.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—RI88062001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classical Literature, Creative Teaching, Elementary Secondary Education, *English Instruction, *Folk Culture, Literature Appreciation, *Mythology, Teaching Methods
Identifiers—*Classics (Literature), Literary Canon
This annotated bibliography contains 28 annotations (dating from 1975 to the present) on classics, folklore, and mythology. The bibliography provides (1) suggestions for teaching classics as part of the literary canon and relating those works to more recent literature, (2) resources on folklore that furnish the teacher with instructional possibilities for the integration of folklore into the curriculum, and (3) references on mythology that discuss the relation of myths to social functions, the use of classical mythology, and creative ways of teaching mythology. (MS)

ED 308 549 CS 212 088
Alano, Becky Morgan, Mary, Ed.
Teaching the Novel.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927316-06-3
Pub Date—89
Contract—RI88062001
Note—97p.; Teaching Resources in the ERIC Database (TRIED) Series.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescent Literature, *Class Activities, *English Instruction, *Lesson Plans, Literature Appreciation, *Novels, Secondary Education, Teaching Methods
Identifiers—ERIC Clearinghouse on Reading and Commun Skills
This book of 41 lesson plans, compiled from resources in the ERIC database, focuses on strategies for teaching the novel at the junior high and high school level. Each lesson includes a brief description, objectives, and procedures. The book includes strategies for teaching specific novels, general strategies, a user's guide, an activities chart, and an annotated bibliography of related resources in the ERIC database. (MS)

ED 308 550 CS 212 089
Sensenbaugh, Roger
Writing across the Social Studies Curriculum.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927316-05-5
Pub Date—89
Contract—RI88062001; RI-88062009
Note—113p.; Teaching Resources in the ERIC Database (TRIED) Series.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling); ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Smith Research Center, Suite 120, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Class Activities, *Geography, *Lesson Plans, Secondary Education, *Social Studies, Teaching Methods, *United States History, *World History, Writing Across the Curriculum, *Writing Instruction
Identifiers—ERIC Clearinghouse for Social Studies Soc Sci Educ, ERIC Clearinghouse on Reading and Commun Skills
This book of lesson plans, compiled from resources in the ERIC database, focuses on writing activities for junior high and high school social studies classes. The book begins with an introductory essay by John J. Patrick and then provides lessons on world history, United States history, general topics, and newspapers, as well as, a user's guide, an activities chart, resource sheets, and an annotated bibliography of related resources in the ERIC database. (MS)

ED 308 566 CS 506 837
Shedletsky, Leonard
Meaning and Mind: An Intrapersonal Approach to Human Communication.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927316-07-1
Pub Date—Nov 89
Contract—RI88062001
Note—127p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($12.95 plus $1.50 postage and handling); Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003 ($12.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Cognitive Processes, *Cognitive Psychology, *Communication (Thought Transfer), *Communication Skills, Higher Education, *Linguistics, *Social Cognition, Teaching Methods
Identifiers—Discourse Modes, ERIC Clearinghouse on Reading and Commun Skills, *Intrapersonal Communication, Speech Communication Association
This teacher's handbook on intrapersonal communication provides a selection of exercises for classroom use to help students get in touch with their own mental processing. The exercises are presented with introductory comments, a statement of goals, instructions, materials, and analysis. A brief description of what the exercise demonstrates, questions that facilitate discussion, related concepts, some discussion of theory, and relevant citations are provided. Part 2 of the document provides an informed, interpretive essay in which the author defines the new field of intrapersonal communication theory, relating it to cognitive psychology, linguistics, and philosophy. (MS)

EA

ED 297 481 EA 020 362
Klauke, Amy
Recruiting and Selecting Principals. ERIC Digest Series Number EA27.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Evaluation, *Administrator Qualifications, Administrator Responsibility, Administrator Role, *Administrator Selection, Affirmative Action, Assessment Centers (Personnel), Elementary Secondary Education, Employment Interviews, *Principals
Identifiers—ERIC Digests
This ERIC Digest is an overview of the process of recruiting and selecting principals. Criteria for selecting a principal should include problem analysis, organizational ability, decisiveness, effective communication skills, and stress tolerance, along with personal qualities such as dedication, creativity, and enthusiasm. Innovative steps that school districts are taking include indistrict training programs, career ladders, and internships, as well as outside recruitment. The selection process will be fair and comprehensive if a trained, diverse selection team considers information gathered from many sources and develops an interview process including simulations, written exercises, and situational questions, along with follow-up orientation and evaluation procedures. The last section addresses the importance of affirmative action in ensuring greater representation of women and minorities in school administration. (TE)

ED 300 904 EA 020 464
Initiating Change in Schools. The Best of ERIC on Educational Management, Number 96. NASSP Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Change Agents, *Change Strategies, Educational Administration, *Educational Change, *Educational Improvement, Educational Research, Elementary Secondary Education, Leadership, *Literature Reviews, *Principals
Included in this annotated bibliography of 11 publications concerning initiating change in schools are 5 citations that specifically address the role of the principal. The more general title of administrator is the topic of one report while the behaviors of high school department heads are the subject of a research report. One additional publication reviewed deals with dimensions of organizational health that principals can use to raise their schools, and another discusses eight areas of organization and climate, making recommendations for each area to implement school improvement projects. The remaining two citations concern leadership and change in schools. (MLF)

ED 301 955 EA 020 522
Ellis, Thomas I.
Training K-8 Principals. Research Roundup; Volume 5, No. 1, November 1988.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
Journal Cit—Research Roundup; v5 n1 Nov 1988
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Education, Elementary Education, *Inservice Education, Leadership Training, *Management Development, *On the Job Training, *Principals, Professional Training, Supervisory Training, *Training Methods, Training Objectives
Five selections summarize training methods for the principalship from the perspective that cognizance of the complexities of being a principal arises from practice, thus experiential learning should be incorporated into preservice and inservice training programs. The first selection, "Making Sense of Principals' Work," by Kent Petersen, is a straightfoward analysis describing the complexities of a typical elementary school principal's work day. Petersen's observations are borne out by John Daresh's research paper, "The Beginning Principalship: Preservice and Inservice Implications," and William Johnson's and Karolyn Snyder's piece, "Instructional Leadership Training Needs for School Principals." They identify principal learning needs for more comprehensive and systematic school leadership preparation. Vivian Clark's "The Effectiveness of Case Studies in Training Principals, Using the Deliberative Orientation" shows a "hand-on" case study simulation approach to training principals that conveys the job's sophistication. Bruce Barnett offers another training model in "Peer-Assisted Leadership: Using Research To Improve Practice." Providing principals the opportunity to analyze their own behaviors in cooperation with a partner confronting the same kinds of challenges increases the trainee's reflective processes. (JAM)

ED 301 967 EA 020 554
Klauke, Amy
Repairing and Renovating Aging School Facilities. ERIC Digest Series Number EA28.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge with each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, Educational Facilities Design, *Educational Facilities Improvement, *Educational Finance, Elementary Secondary Education, *School Buildings, *School Maintenance
Identifiers—ERIC Digests
Recent influxes of baby boomers coupled with state reforms reducing student-teacher ratios are stretching the limits on available school facilities across the country. Several aspects of the school facilities issue are covered in question-and-answer format: (1) What is the current status of aging school buildings? (2) What are the financial implications of restoring school facilities? (3) What role should states play? (4) What methods are school districts using to improve the solution? (5) What is a capital improvement plan? and (6) What are some elements to consider when repairing or renovating school facilities? Appended are 10 references. (SI)

ED 301 968 EA 020 558
Klauke, Amy
Stopping Drug Abuse. ERIC Digest Series Number EA32.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Drug Abuse, *Drug Education, Drug Rehabilitation, Drug Therapy, Drug Use, Elementary Secondary Education, Evaluation, *Prevention, Program Development, Program Improvement, School Districts, Social Problems
Identifiers—ERIC Digests
This digest discusses the issue of stopping drug abuse as a national priority. Several aspects of the drug abuse issue are covered in question-and-answer format: (1) Why should educators be concerned about drug abuse by students? (2) What are school districts doing to stop drug abuse? (3) What social issues are involved? (4) How can schools plan and implement drug abuse prevention programs? and (5) What are some other factors to consider when planning a drug abuse program? Identified are five phases of a prevention and intervention plan: needs assessment, planning process, implementation, evaluation, and dissemination. The best plans are comprehensive, long-term, and integrated into overall school curricula and policy. Appended are 14 references. (SI)

ED 301 969 EA 020 559
Kubick, Kathleen
School-Based Management. ERIC Digest Series Number EA33.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Boards of Education, Budgeting, Curriculum, *Decision Making, Elementary Secondary Education, Organizational Change, *Policy Formation, *School Based Management, School Districts, *School Organization, School Personnel, School Policy, Superintendents
Identifiers—ERIC Digests
This digest discusses the issue of school-based management (SBM), defined as a system of administration in which the school is the primary unit of educational decision making. Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level. Several aspects of SBM are covered in question-and-answer format: (1) What are

some of the advantages of SBM? (2) How does SBM affect the roles of the school board, superintendents, and district office? (3) How are the budget decisions made? (4) How are the decisions made at the school level? (5) What is necessary when implementing SBM? and (6) What are the liabilities of SBM? Appended are 10 references. (SI)

ED 301 970 EA 020 560
Kiauka, Amy
Performance Standards for School Superintendents. ERIC Digest Series Number EA34.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administration, *Administrator Effectiveness, *Administrator Evaluation, Boards of Education, Community Satisfaction, *Cost Effectiveness, Elementary Secondary Education, *Evaluation Criteria, Quality Control, School Administration, School Community Relationship, School Districts, *Superintendents
Identifiers—ERIC Digests
This digest discusses the issue of performance standards for school superintendents. School districts are discovering that developing performance standards for administrators can be cost effective, reduce crisis management, set and maintain direction, and give the community a standard for measuring school success. Several aspects of the issue on performance standards for school superintendents are covered in question-and-answer format: (1) In which performance areas should standards be defined? (2) Should performance standards be defined before the superintendent is evaluated? (3) What is an example of one district's approach (Plymouth-Canton Community School District in Michigan)? and (4) What are some ideas for follow-up procedures (six activities are suggested)? Appended are eight references. (SI)

ED 302 898 EA 020 555
Donnelly, Margarita
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR ($2.50 handling fee with each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, Educational Change, Educational Improvement, *Educational Quality, Elementary Secondary Education, Excellence in Education, *Minority Group Teachers, Postsecondary Education, *Teacher Education, *Teacher Recruitment
Identifiers—ERIC Digests
This ERIC Digest addresses issues concerning training and recruiting minority teachers in question-and-answer format: (1) How is the shortage of minority teachers expected to affect the quality of educational services? (2) Why is minority enrollment declining at the higher education level? (3) What can be done to change the situation? and (4) What are some innovative ways of recruiting minority teachers? Appended are ten references. (SI)

ED 302 899 EA 020 556
Bowers, Bruce C.
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Policy, *Boards of Education, *Educational Policy, Elementary Secondary Education, Evaluation Methods, *Policy Formation, Public Schools, School Policy
Identifiers—ERIC Digests
This ERIC Digest focuses on educational policy analysis at the local school district level. The digest suggests how school boards can use policy analysis as a tool for policy formation and implementation. Several aspects of school district policy analysis are covered in question-and-answer format: (1) Which role of the policy analyst is most useful to policymakers? (2) Is policy analysis being done at the local level; (3) How may policy analysis help the board identify issues? (4) How can a policy analyst assist in formulating policies? and (5) Is the policy analyst's mission complete once policy has been formulated? Appended are 10 references. (SI)

ED 302 900 EA 020 557
Kiauka, Amy
The School District Management Audit. ERIC Digest Series Number EA31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Boards of Education, Educational Quality, Elementary Secondary Education, Organizational Development, *Program Effectiveness, Public Schools, *School Districts, *School Effectiveness, *School Organization, Superintendents
Identifiers—ERIC Digests
This ERIC Digest discusses the issue of the school district management audit--a comprehensive examination of an organization in order to assess efficient use of resources and program effectiveness. Several aspects of the management audit issue are covered in question-and-answer format: (1) What is a management audit? (2) What areas are covered by an audit? (3) How does a school district implement a management audit (seven steps are included)? (4) How are some school districts carrying out management audits? and (5) What are the benefits of a management audit? Appended are nine references. (SI)

ED 302 940 EA 020 628
Gillmon, Thomas V.
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-0976
Pub Date—Jan 89
Contract—OERI-R-188062004
Note—32p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.50 handling charge on billed orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), Change Strategies, Computers, *Computer Uses in Education, Educational Innovation, Educational Policy, *Educational Technology, Elementary Secondary Education, Formative Evaluation, Long Range Planning, *Microcomputers, Program Administration, Program Evaluation, *Program Implementation, *Public Education
This paper is one in a series of studies which highlight and synthesize recent research and practice in educational management. The paper presented here discusses recent research findings and current practice on the adoption, implementation, and integration of microcomputers into the instructional program at the elementary and secondary levels. The first part draws upon a recent two-year study that examined the empirical information derived since 1980 on the adoption, implementation, and integration of microcomputers within the elementary and secondary instructional program in the United States. The research findings are organized around six contextual divisions identified in the study: setting, resources, governance, implementation, process evaluation, and integration. The subsequent section discusses general implications for action, focusing on two primary areas of responsibility: (1) incorporating computer literacy as an integral part of the curriculum at all instructional levels and (2) exploiting the potential of this technology for improving instructional methodology. The correlates of educational policymaking relative to microcomputer adoption focus on three types of reinvention: operational, technical, and managerial. The final section is a case study of Sacramento City Unified School District's strategic plan entitled "Opportunity 21: A Guide to the Twenty-First Century." This strategy incorporates planning and feedback processes that are critical to the full integration of educational technology into the schools. The 12 most important ideas to emerge from the research are summarized, and a bibliography is included. (TE)

ED 302 941 EA 020 629
Smith, Stuart C.
Directory of Organizations in Educational Management. Eighth Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—81p.; For previous edition, see ED 252 960.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 charge on billed orders).
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agencies, *Educational Administration, Elementary Secondary Education, *Organizations (Groups), *Professional Associations, *Research and Development Centers
Designed to guide users to information sources on management of elementary and secondary schools, this directory indicates each organization's policy for supplying requested information and available publications. The directory lists organizations engaged in research and development and those providing various services (information dissemination, consultation, idea exchange, and workshops) to the educational management profession. Listed organizations include federally funded research centers and laboratories, professional associations, policy research and analysis centers, school study councils, university research and service bureaus, and a variety of independent organizations. Agencies specializing in information retrieval and groups operating for profit are excluded. Organizations may be located in the directory by (1) their titles in the main alphabetical listing; (2) their subject areas and publication topics in the subject index; and (3) their service areas in the geographic index. The introduction contains a sample entry and explanation of its use. The directory lists 128 organizations. (MLH)

ED 303 878 EA 020 686
McCarthy, Martha M. Hall, Gayle C.
The Emergence of University-Based Education Policy Centers. ERIC/CEM Trends and Issues Series, Number 2.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-098-4
Pub Date—Feb 89
Contract—OERI-R-188062004
Note—23p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.50 postage and handling).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Administration, *Educational Assessment, Educational Development, *Educational Policy, *Educational Trends, Higher Education, Policy Formation, School Policy
A closeup look is provided of a trend in the field of educational policy in the 1980's: the establishment of university-based centers that have a mission of providing state policymakers with nonpartisan, reliable data on education policy options. The development and characteristics of education policy centers are examined. The first section briefly describes the context out of which education policy centers have emerged to link universities and policymakers. The next section provides descriptive data on 16 university-based policy centers that are currently operational in 14 states and highlights commonalities and differences across centers as well as pitfalls that have been encountered. The final two sections address initial efforts to establish a network among these policy centers and the prognosis for such centers to serve the state policymaking community. Appended is a list of university-based education policy centers and a 47-item bibliography. (SI)

ED 307 656 EA 020 561
Klauke, Amy
Drug Testing. ERIC Digest Series Number EA 38.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 handling charge with each order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compliance (Legal), *Drug Abuse, Drug Education, *Drug Legislation, *Drug Use, *Drug Use Testing, Elementary Secondary Education, *Legal Problems, Legislation, Public Schools, School Law, Student Attitudes
Identifiers—ERIC Digests
The issue of drug testing is the focus of this ERIC Digest. Several aspects of drug testing discussed in question-and-answer format: (1) What is the current status of drug use in the schools? (2) What legal questions arise when schools consider drug testing? (3) How might drug testing be applied in a fair, economical, and legally safe manner? (4) How might drug testing affect student attitudes? and (5) What are some alternatives to drug testing in the schools? Appended are 9 references. (SI)

EC

ED 297 547 EC 210 399
Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Mar 88
Note—57p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. Print is light and may not reproduce well.
Available from—ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($5.00 prepaid).
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, *Educational Innovation, *Educational Research, Educational Technology, Elementary Secondary Education, *Federal Aid, Financial Support, Grants, *Research Projects, *Special Education, Transitional Programs
Identifiers—*Office of Special Education
This directory provides basic information on all research projects receiving funding, as of December 1987, from the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The projects included are the field-initiated and student-initiated grants, most of the directed competitions, and the secondary transition and technology grants. The projects deal with the topics of assessment, individualized education programs, instruction, language, least restrictive environment, nonvocal communication, parents, personal characteristics, pupil outcomes, service delivery systems, social skills, subject matter, teacher training, technology, and vocational education and transition. The directory is organized by the names of the principal investigators of the projects, and each listing includes project title, organization name, address, telephone number, and ending date. (JDD)

ED 298 699 EC 210 633
Ortiz, Alba A., Ed. Ramirez, Bruce A., Ed.
Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-182-X
Pub Date—88
Contract—400-84-0010
Note—152p.; Papers presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986). For individual papers, see EC 210 634-647.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($17.00, $13.60 members; Stock No. 326).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—American Indian Education, Asian Americans, Bilingual Education, Black Students, *Cultural Differences, Demography, *Disabilities, *Educational Practices, Elementary Secondary Education, Gifted, Hispanic Americans, *Minority Groups, *Multicultural Education, Prediction, Prevention, Referral, Screening Tests, Special Education Teachers, Student Evaluation
The 14 papers were given at a 1986 Ethnic and Multicultural Symposia and are intended to provide state-of-the-art information on the education of culturally and linguistically diverse exceptional students. Papers have the following titles and authors: "Demography As It Affects Special Education" (James Yates); "A Prereferral Process for Preventing Inappropriate Referrals of Hispanic Students to Special Education" (Alba Ortiz and Shernas Garcia); "High Risk Predictors and Prereferral Screening for Language Minority Students" (Alejandro Benavides); "Language Assessment of Hispanic Learning Disabled and Speech and Language Handicapped Students: Research in Progress" (Alba Ortiz and Eleanor Polyzoi); "Understanding School Language Proficiency through the Assessment of Story Construction" (Vicki Jax); "Characteristics of Learning Disabled, Mentally Retarded, and Speech-Language Handicapped Hispanic Students at Initial Evaluation and Reevaluation" (Alba Ortiz and James Yates); "Educational Assessment of the Culturally Diverse and Behavior Disordered Student: An Examination of Critical Effect" (George Sugai); "Finding and Nurturing Potential Giftedness among Black and Hispanic Students" (Donnelly Gregory et al.); "Cultural and Acculturational Commonalities and Diversities Among Asian Americans: Identification and Programming Considerations" (Esther Leung); "Enhancing the Involvement of Black Parents of Adolescents with Handicaps" (LaDelle Olion); "California Bilingual Special Education Model Sites (1984-1986): Programs and Research" (Jana Echevarria-Ratleff and Victoria Graf); "The Need for Community-Based Special Education Programs in the Band-Operated Schools of Manitoba" (Ron Phillips and Ford Crandwell); "What Attracts and Keeps Outstanding Black Special Education Teachers in the Profession" (Ruben Gentry and Shih-sung Wen); "American Indian Exceptional Children: Improved Practices and Policy" (Bruce Ramirez and Marilyn Johnson). (DB)

ED 298 725 EC 210 761
Daniel, Neil Cox, June
Flexible Pacing for Able Learners.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-183-8
Pub Date—88
Contract—400-84-0010
Note—123p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($12.50, $10.00 members; Publication No. 328).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Acceleration (Education), Advanced Courses, Early Admission, *Educational Methods, Elementary Secondary Education, *Flexible Progression, *Gifted, *Program Development, *Program Implementation
The monograph describes the application of flexible pacing as a means of meeting the educational needs of gifted students in schools throughout the country. Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination. An introductory chapter looks at the historical and theoretical context of flexible pacing and gives a brief explanation of the canvassing and survey methods used to obtain data. The next two chapters describe flexible pacing programs in 8 elementary and 11 secondary schools. Chapter 5 looks at district-wide programs for all students or all gifted students and finds six such school systems. The next chapter examines cooperative programs between schools, colleges, or other educational institutions. The seventh chapter discusses selected features of flexible pacing including school policy, strategies of implementation, staff selection/development, and record keeping. A staff development program to prepare teachers for flexible pacing in mathematics is described in the eighth chapter, contributed by Kathleen Martin. The concluding chapter identifies principles of implementation including capitalizing on what is available, initiating a program gradually, and winning support. The survey form and a sample program description are appended. (DB)

ED 302 964 EC 211 851
Jordan, June B., Ed. And Others
Early Childhood Special Education: Birth to Three.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-179-X
Pub Date—88
Contract—400-84-0010
Note—262p.; For selected papers, see EC 211 852-861.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($25.50, $20.40 members; Publication No. 325).

Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Administrative Organization, Clinical Diagnosis, Cooperative Programs, Coordination, Curriculum Development, *Delivery Systems, *Demonstration Programs, *Disabilities, Educational Diagnosis, Federal Legislation, Identification, Infants, *Interdisciplinary Approach, Interprofessional Relationship, *Preschool Education, Program Design, Public Policy, Resource Staff, Specialists, Staff Utilization, Teamwork, Toddlers
Identifiers—*Early Intervention, *Education of the Handicapped Act Amendments 1986
Twelve author-contributed papers address current issues in service delivery to infants and toddlers (birth to age 3) with handicapping conditions. Issues focus on the legislative mandate of Public Law 99-457, the Education of the Handicapped Act Amendments of 1986. An introductory chapter by James J. Gallagher summarizes major questions for the field. These issues are then addressed in subsequent chapters: "Administrative Challenges in Early Intervention" (Corinne Garland and Toni Linder); "Linking Screening, Identification, and Assessment with Curriculum" (Patricia Hutinger); "Model Programs for Infants and Toddlers with Handicaps" (Marie Karnes and Vicki Stayton); "Parent Involvement in Early Childhood Special Education" (Cordelia Robinson, et al.); "Staffing Patterns and Team Models in Infancy Programs" (Jeanette McCollum and Mary-alayne Hughes); "Defining the Infancy Specialization in Early Childhood Special Education" (Eva Thorp and Jeanette McCollum); "Early Intervention Team Approaches: The Transdisciplinary Model" (Oseova Woodruff and Mary McGonigel); "Program Evaluation: The Key to Quality Programming" (Lawrence Johnson); "Early Intervention Public Policy: Past, Present, and Future" (Barbara Smith); "Preparing for Change: The Implementation of Public Law 99-457" (Pascal Trohanis); and "Where Do We Go from Here? An Attempt at Synthesis" (James Gallagher). (JW)

ED 304 819 EC 212 509
Manfredini, Dianne
Down Syndrome. ERIC Digest #457.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 457).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, *Downs Syndrome, Elementary Secondary Education, Etiology, Incidence, *Individual Characteristics, Preschool Education
Identifiers—ERIC Digests
This information sheet briefly describes the history of the identification of Down Syndrome, its prenatal diagnosis, characteristics of individuals with Down Syndrome, its causes, its rate of occurrence and recurrence, its impact on child development, and recommended content of education programs for children with Down Syndrome. A list of seven organizational and bibliographic resources is included. (JDD)

ED 304 825 EC 212 519
Graduation Requirements, Adult Services, and the Transition of Students with Handicaps. Abstract 19. Research & Resources in Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Oct 88
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, *Educational Policy, *Graduation Requirements, High School Graduates, High Schools, Minimum Competency Testing, National Surveys, Needs Assessment, *State Standards, *Transitional Programs
Two national surveys on graduation requirements and transition services for students with handicaps are briefly described. The first study, "State Graduation Policies and Program Practices Related to High School Special Education Programs" by Joanne Records Bodner et al., surveyed state special education directors or their designees in 50 states and the District of Columbia. The study found that 36 states have increased academic requirements for high school graduation since 1975; most states allow either modified content or modified instruction within regular classes as a means of meeting the requirements. In addition, 21 states require a minimum competency test for graduation, and of these, 13 determine students' exit documents on the basis of test scores. The second survey, "Do We Know Enough to Plan for Transition?" by John McDonnell et al., involved administrators of 44 state education agencies, 34 administrators of state vocational programs, and 33 administrators of residential programs for adults with severe handicaps. This survey found that projected need for services for severely handicapped students exceeded projected service increases. Policy recommendations are made based on the results of these studies. (JDD)

ED 304 826 EC 212 520
Assessment and Education of Young Hispanic Children with Deafness. Abstract 20. Research & Resources in Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Oct 88
Contract—RI88062200
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advocacy, Case Studies, *Deafness, *Educational Diagnosis, *Educational Policy, Ethnography, Family Relationship, Handicap Identification, *Hearing Impairments, *Hispanic Americans, Parent Participation, Preschool Education, Primary Education, Student Evaluation, Student Needs, *Student Placement
A summary is presented of a 2-year ethnographic study of the intake process (involving assessment, placement, and educational programming) of 12 Hispanic deaf and hearing-impaired children, aged 3-8. The study, titled "Schooling the Different: Ethnographic Case Studies of Hispanic Deaf Children's Initiation into Formal Schooling" by Adrian Bennett, collected data from formal assessments, case conferences, teacher/parent meetings, written reports, and home and classroom interactions. The study revealed gaps between policy guidelines and actual practice, especially concerning the measurement of the needs and abilities of the children and the active participation of parents. The study found that the source of "problems" was attributed to the child or home environment rather than to the interaction between the child and classroom milieu. In general, Hispanic parents demonstrated skill in providing strong supportive relationships within the family for their deaf or hearing-impaired children, but lacked the knowledge needed to make their voices heard in institutional systems. Implications of these findings are outlined. (JDD)

ED 307 768 EC 220 277
Berger, Sandra L.
College Planning for Gifted Students.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-184-6
Pub Date—89
Contract—RI88062007
Note—154p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($18.50; member price, $14.80; Stock No. 330).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Admissions Counseling, College Admission, College Applicants, *College Choice, *College Preparation, College Students, *Decision Making, Educational Counseling, *Gifted, Higher Education, Secondary Education, Student Needs
The guide offers information on undertaking a comprehensive, well-organized, programmatic approach to college planning. "The College Search: Defining the Problem" provides an overview of college-planning problems and offers solutions. A comprehensive, systematic 6-year time line is included. "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for understanding the intellectual, social, and emotional characteristics of gifted adolescents, and offers suggestions for meeting their needs. The framework can be used to develop student profiles and plan specific programs that meet individual needs. "The College Search: A Matter of Matching" provides recommendations and resources to help students be aware of and understand their personal learning styles, values, interests, and needs. "Learning About Colleges: What Have They Got That I Want?" guides students in collecting information about potential colleges and helps them integrate self-understanding with an understanding of college offerings. "The Application Process: What Have I Got That They Want?" explains how a student's credentials are evaluated by a college, and includes specific information on the college interview, writing an effective essay, enhancing applications, and college costs. Appendices include glossaries; a guide to college guides; a list of contests, competitions, and activities; resources on gifted students; and an application used commonly by over 100 colleges. (JDD)

ED 307 789 EC 220 298
Jordan, June B., Ed.
Special Education Yearbook, 1988.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-185-4
Pub Date—89
Contract—RI88062007
Note—264p.; Tables may not reproduce well due to small print. For the 1987 edition, see ED 295 393.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($26.55, $21.25 member price; Publication No. 334).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Awards, *Court Litigation, *Disabilities, *Educational Legislation, *Educational Policy, Educational Trends, Elementary Secondary Education, Employment Patterns, Federal Government, Foreign Countries, *Incidence, Policy Formation, *Special Education, State Government, Statistical Data, Trend Analysis
Identifiers—Canada
This yearbook contains information on federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. Generally, the yearbook covers reports issued from July 1987 through June 1988. General information papers are provided on: federal

legislation; judicial decisions; the executive summary of the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988; the status of handicapped children in Head Start programs; Special Education in Canada (1988); and the future of research in special education. The second section provides United States statistics on exceptional children served. Section III includes annual awards. Directory information is provided in Section IV including: United States Congress Committees related to the handicapped; Office of Special Education Programs; the Council for Exceptional Children; United States Directors of Special Education; United States Coordinators of Programs for the Gifted and Talented; and Canadian Senior Government officials in Special Education. Fifty-eight tables provide a variety of statistical data concerning children served, their handicapping conditions, the educational environments utilized, reasons for exiting the educational system, and number of anticipated services needed. (DB)

FL

ED 299 813 FL 017 612

Gleason, Jean Berko, Ed.

You Can Take It with You: Helping Students Maintain Foreign Language Skills beyond the Classroom. Language in Education: Theory and Practice 71.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-13-972688-8

Pub Date—88

Contract—400-86-0019

Note—142p.; Published by Prentice Hall, Inc., Englewood Cliffs, New Jersey.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Characteristics, *Computer Assisted Instruction, *Independent Study, *Language Maintenance, *Language Skills, *Learning Strategies, Second Language Learning, *Second Languages, Study Abroad, Travel

A discussion of the loss and maintenance of second language skills beyond the formal education process provides information about skill loss and a variety of strategies and suggestions for language skill maintenance. The book begins with an overview of the subject of language loss and maintenance (Jean Berko Gleason and Barbara Alexander Pan), discussing personal factors that seem to make a difference in language study, cultural influences, and the relationship between the kind of language instruction received and the likelihood of losing the language. Subsequent chapters focus on different efforts to help prevent the loss of a foreign language. These include personal learning strategies (Rebecca Oxford and David Crookall), self-instructional resources such as cassettes and other learning resources (John Means), the use of computers to maintain language skills (Frank Otto), study and travel abroad (Helene Zimmer-Loew), and the community as a cultural learning resource (Frederick L. Jenks). References, additional resources, and useful addresses are included. (MSE)

ED 301 069 FL 017 720

Wilson, Jo Anne

Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 88

Contract—RI-88062010

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *Developmental Continuity, *Educational Planning, Elementary Secondary Education, *FLES, Second Language Instruction

Identifiers—ERIC Digests

The increased interest in FLES (Foreign Language in the Elementary Schools) programs has prompted many foreign language educators to consider the impact of program articulation on the development of a successful K-12 language program. Program articulation is the process of providing a smooth transition between foreign language classrooms, and can be viewed from two perspectives: horizontal and vertical. Horizontal articulation focuses on teaching objectives, strategies, and materials, and aims at maintaining continuity between FLES classrooms at the same level. Vertical articulation refers to the direction of the curriculum between schools and stresses that secondary schools must provide foreign language classes appropriate for those students who have experience in FLES classrooms. Specific successful models of program articulation include that of Ferndale High School (Michigan) and Cody Elementary Academy (Michigan). Such successful programs result from ongoing communication and cooperation at all levels, and from a realistic recognition of all the issues involved. (DJD)

ED 301 070 FL 017 721

Freeman, David Freeman, Yvonne

Sheltered English Instruction. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 88

Contract—RI88062010

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Elementary Secondary Education, *English (Second Language), *Language of Instruction, *Limited English Speaking, Reading Strategies, *Second Language Instruction, Teaching Methods, Thematic Approach

Identifiers—*Content Area Teaching, ERIC Digests, Krashen (Stephen), *Sheltered English, Weinhouse (Marilyn)

The number of limited-English proficient (LEP) students in U.S. schools has increased dramatically in recent years. One type of instructional approach that offers promise in helping LEP students develop academic competence while also developing English proficiency is sheltered English. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students. In sheltered English classes, the variety of teaching methods employed includes: (1) extralinguistic cues (visuals, props); (2) linguistic modifications (pauses, repetition); (3) interactive lectures; (4) cooperative learning strategies; (5) focus on central concepts rather than on details; and (6) development of reading strategies (mapping). While sheltered English programs can be either monolingual or bilingual, English instruction is the key element in both. A model suggested by Weinhouse and Krashen describes sheltered English as a program of instruction for LEP students which consists of three components: sheltered English instruction, primary language instruction, and mainstream English instruction. Teachers for sheltered English programs are drawn from the regular teaching staff, but may also include teachers of English as a Second Language (ESL). Sheltered English programs can contain elements of three other instructional approaches: bilingual education, immersion education, and content-based instruction. A reference list is appended. (DJD)

ED 303 044 FL 017 787

Cloud, Nancy

ESL in Special Education. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—RI88062010

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *English (Second Language), Individual Needs, Limited English Speaking, Material Development, *Program Design, Referral, *Special Education, *Special Programs, Student Needs

Identifiers—ERIC Digests

The special instructional needs of limited English proficient (LEP) students in special education programs are discussed. The degree of the student's disability (mild, moderate, or severe) directs both the program focus and the need for specialized knowledge to deliver appropriate instruction. A responsive English as a second language (ESL) program in the special education setting must consider aptitude, attitude/motivation, personality, learning style, and learning strategies as well as cognition, motivation, strategic behavior, and learning style preferences. Future challenges to developing successful ESL programs in the special education setting include: (1) preventing inappropriate referrals to special education by more thoroughly evaluating LEP children before they are referred to special education; (2) preparing special educators and ESL teachers by providing cross-over training in both fields; and (3) developing materials appropriate to the special needs of students in this setting. A reference list of 15 items is included. (DJD)

ED 303 045 FL 017 788

Fox, Robert

ESL Program Administration in Higher Education. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—RI88062010

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *College Second Language Programs, Curriculum Design, *English (Second Language), Foreign Students, Higher Education, *Program Administration, School Holding Power, Universities

Identifiers—ERIC Digests

This discussion of the responsibilities of an English as a second language (ESL) program administrator in a university setting focuses on issues in four areas: (1) program; (2) students; (3) faculty; and (4) administration. In the first area, the ESL administrator establishes and maintains the curriculum, decides the combination of components (intensive and non-intensive) and the format (integrated skills or separate skills) the ESL program should have, selects placement tests, decides cut-off scores, and orders initial textbooks. In the second area, the ESL administrator is responsible for the recruitment and retention of students, and for the provision of student services. In the third area, the ESL administrator must hire well-qualified teachers, maintain appropriate salary levels, and provide for professional development to keep morale high. In the final area, the ESL administrator must manage budgetary expenditures, cooperate with other units on campus, and maintain a balance of students within the ESL program. (DJD)

ED 303 046 FL 017 789

Hudelson, Sarah

Children's Writing in ESL. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—RI88062010

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Classroom Techniques, Elementary Education, *English (Second Language), Second Language Instruction, *Writing Instruction, *Writing Skills

Identifiers—Dialogue Journals, ERIC Digests

Research has found that the process of writing is similar for both first and second language learners. Therefore, several conclusions can be drawn about writing development in English-as-a-second-language (ESL) children, including: (1) ESL learners can write and can create meaning, while they are learning English; (2) ESL learners can respond to the works of others; and (3) classroom environment has a significant impact on ESL children's development as writers. Teachers, therefore, need to provide opportunities during class for ESL children to use writing to carry out tasks that are meaningful to them, e.g., keeping a diary or journal. Assessment

should be based on daily classroom activities and may include keeping writing folders with all of each student's work. Resource organizations are cited and references are given. (DJD)

ED 303 051 FL 017 799
Robinson, David
Language Policy and Planning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI-88062010
Note—3p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Language Planning, Language Role, *Official Languages, *Public Policy, Syntax, Uncommonly Taught Languages, Written Language
Identifiers—ERIC Digests
Language planning is official, government-level activity concerning the selection and promotion of a unified administrative language or languages. Language planning initiatives arise in response to sociopolitical needs and attempt to meet those needs by reducing linguistic diversity. Several stages occur in the language planning process. The first stage, needs analysis, involves the selection of the language or language variety. The next stages are called "status planning" and include codification and standardization. Fine-tuning the selected language or language variety is called "corpus planning" and includes elaboration and cultivation. Specific areas of language use that are affected by language planning decisions include writing systems, lexicon, and syntax. Responses from educational systems to language planning decisions include monolingual instructional programs, transitional bilingual education programs, language maintenance programs, and immersion programs. Many different groups of people are involved in language planning initiatives, including sociologists, political scientists, educators, linguists, writers, and national language academies. The status of language planning in the United States is described. (DJD)

ED 304 024 FL 017 822
Thompson, Richard T. Johnson, Dora E.
Proficiency Testing in the Less Commonly Taught Languages. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Context, Interrater Relisbility, *Language Proficiency, *Language Tests, *Testing Problems, Training Methods, *Uncommonly Taught Languages
Identifiers—*ACTFL ETS Language Proficiency Guidelines, ERIC Digests
Efforts to expand the generic language proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) to the less commonly taught languages (LCTLs) began when developers realized that the ACTFL guidelines were too Eurocentric; the guidelines included grammatical categories specific to Western European languages and dealt specifically with Roman-alphabet writing systems. Developers soon realized that, to apply the generic guidelines to the construction of proficiency descriptions for a particular LCTL, the target language itself must be assessed, and that such factors as cultural context, appropriate content, sociolinguistic peculiarities, and measurements of accuracy must be considered for each language. The guidelines developed for Arabic and Indonesian illustrate the necessary considerations. Training language-specific testers provided another area of difficulty in assessing proficiency levels for the LCTLs. Possible solutions to this problem include the following: (1) training through English or through another language with which the tester is familiar; (2) training in a language structurally similar to the target language; (3) pairing the tester with a native speaker of the target language; and (4) utilizing semi-direct tests. Issues in the area of interrater reliability have been called to attention, and the recent legislation and regulations for proficiency testing and competency-based language programs has created several policy questions that funding agencies and post-secondary institutions must face. (DJD)

ED 305 829 FL 017 974
Barnett, Marva A.
Teaching Reading in a Foreign Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Directed Reading Activity, Reading Comprehension, *Reading Strategies, *Schemata (Cognition), Second Language Instruction, Teacher Role, Transfer of Training
Identifiers—ERIC Digests, Postreading Activities, Prereading Activities
Research on second language learning has found similarities between the reading strategies of first and second language readers. These findings are being applied by second language instructors and researchers in reading classrooms through a variety of strategy-use activities. Most foreign language reading specialists view reading as interactive because the reader interacts with the text to create meaning. Both content schemata (background knowledge about the cultural orientation or content of a passage) and formal schemata (reader expectations about how pieces of textual information will relate to each other) influence the reader's comprehension of a passage. The instructor's role is to recognize that all reading strategies will not be equally effective with all students, and to help the reader identify such effective reader strategies as skimming, scanning, guessing word meanings, summarizing, and taking risks. To encourage students to use effective strategies when reading in a second language, the teacher can develop simple exercises at each of the four stages of reading: (1) prereading; (2) while reading; (3) postreading; and (4) follow-up. (VL)

HE

ED 299 934 HE 021 960
Kuh, George D. Whitt, Elizabeth J.
The Invisible Tapestry. Culture in American Colleges and Universities. ASHE-ERIC Higher Education, Report No. 1, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-45-4
Pub Date—88
Contract—ED-RI-88-062014
Note—160p.
Available from—Association for the Study of Higher Education. Dept. E, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($12.00 members, $15.00 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*College Environment, College Faculty, College Students, *Cultural Influences, Cultural Traits, *Higher Education, *Institutional Characteristics, *Organizational Climate, Perspective Taking, Subcultures
The properties of institutional culture are identified, and the way cultural perspectives have been used to describe life in colleges and universities are examined. Seven sections cover the following: cultural perspectives (the warrant for the report, organizational rationality, the remaining sections); culture defined and described (toward a definition of culture, properties of culture, levels of culture); intellectual foundations of culture (anthropology, sociology); a framework for analyzing culture in higher education (the external environment, the institution, subcultures, individual actors); threads of institutional culture (historical roots and external influences, academic program, the personnel core, social environment, artifacts, distinctive themes, individual actors); institutional subcultures (faculty subculture, student culture, administrative subcultures); and implications of cultural perspectives (a summary of cultural properties, implications for practice, inquiry into culture in higher education). Techniques of inquiry appropriate for studying culture include observing participants, interviewing key informants, conducting autobiographical interviews, and analyzing documents. By viewing higher education institutions as cultural enterprises, it may be possible to learn how the college experience contributes to divisions of class, race, gender, and age within the institution as well as throughout society, how a college or university relates to its prospective, current, or former students, and how to deal more effectively with conflicts between competing interest groups. Contains over 340 references. (SM)

ED 301 138 HE 022 076
Taylor, Barbara E.
Working With Trustees. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-1
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *College Administration, Governance, *Governing Boards, Higher Education, *Leadership Responsibility, *Teacher Administrator Relationship, *Trustees
Identifiers—ERIC Digests
A discussion of college governance by lay boards of trustees focuses on the sources and nature of trustees' authority and, by extension, of faculty and administrators' influence on boards. It chronicles briefly the history of the lay board and the reasons for its continued use in modern institutions. Criticisms and defenses of lay trusteeship are examined, including those concerning the nature of the public interest in higher education, the contributions of boards to serving that interest, the legitimacy of trustees, and their competence to govern. The theoretical and actual responsibilities of governing boards are compared, and ways in which faculty and administrators can share authority with boards are discussed. It is concluded that senior administrators can influence a board's work by communicating with trustees, controlling board agendas and background information, influencing the selection and development of trustees, motivating desired behavior, and establishing strong relationships with faculty and other constituents who legitimate administrative authority. Faculty influence on boards derives from boards' and administrators' desire to share authority with faculty and from faculty's own authority within the institution. (MSE)

ED 301 139 HE 022 077
Kaplowitz, Richard A.
Selecting College and University Personnel. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-2
Pub Date—88
Contract—RI88062014
Note—3p.; For the report of which this is a digest, see ED 282 488.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Selection, Affirmative Action, College Administration, Confidentiality, Consultants, Disclosure, Employment Interviews, Employment Practices, *Faculty Recruitment, Females, Higher Education, Inter-

views, Minority Groups, *Personnel Selection, Salary Wage Differentials, *Search Committees (Personnel), Teacher Salaries
Identifiers—ERIC Digests, *Open Meetings
A discussion of the faculty and administrator selection process looks at the function of search committees, the issue of confidentiality in records, and societal issues that need to be addressed. A number of factors in the effective use of search committees are outlined, including breadth of committee membership, quality of communication within the committee, focus on institutional needs, generation of a good candidate pool, use of consultants, maintenance of confidentiality, resolution of salary fairness issues, affirmative action efforts, attention to candidates' positive personal attributes, good interviewing techniques, using personnel office support, and thoughtfulness. Confidentiality is seen as essential in securing the strongest candidates, particularly when candidates are employed elsewhere. Two societal concerns in personnel selection include open meeting (sunshine) laws and the need to develop actively the talents and abilities in the minority population that are not being nurtured at present. (MSE)

ED 301 140 HE 022 078
Glazer, Judith S.
The Master's Degree. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-3
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Curriculum Design, *Degree Requirements, Educational Change, Educational Innovation, Educational Quality, *Graduate Study, Higher Education, Intellectual Disciplines, *Masters Degrees, *Professional Education, Program Evaluation
Identifiers—ERIC Digests
The master's degree is reviewed in terms of its current status and rate of conferral, its diversity, standards, and the dominant program models. Changes in the patterns of master's degrees conferred, by discipline, are examined, and problems associated with the proliferation of degrees are noted. Diversity in curricular models is cited as a source of concern because it makes comparison of programs, fields, and credentials difficult. It is suggested that the master's degree may be becoming the first professional degree, reflecting contemporary society's increased interest in more utilitarian and measurable objectives. Issues in assessment of program quality are addressed, including the roles of accreditation, state oversight, and institutional self-study. Major issues in program design are outlined, the principal one being the balance of theory and practice. Other issues include specialization and multidisciplinarity, admission and degree requirements, access and standards, and modes of instruction and delivery. Factors motivating and inhibiting change in the master's degree are examined. It is concluded that the master's degree must be approached as a class of degrees rather than as a generic model, and as a credential sought increasingly for its own merits rather than in relation to the bachelor's or doctoral degree. (MSE)

ED 301 141 HE 022 079
Chronister, Jay L. Kepple, Thomas R., Jr.
Retirement Programs for Faculty. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-4
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Early Retirement, Employment Practices, Higher Education, *Incentives, Personnel Policy, Program Development, Program Effectiveness, Retirement Benefits, *Teacher Retirement
Identifiers—ERIC Digests
An incentive early retirement program is an arrangement between employer and employee that provides tangible inducement or reward for voluntary early retirement. It may be a formal program or an ad hoc agreement negotiated with the institution. The most common incentives include severance pay, liberalized actuarial reduction, annuity enhancements, bridging benefit payments, partial or phased retirement, and other basically nonmonetary perquisites. Most institutions offer more than one incentive. Key factors in program development include faculty's role in the planning process, consideration of institutional characteristics and history, and federal and state regulations. Although observers do not agree unanimously on the effectiveness of such programs, most evidence supports their use. Effectiveness must be viewed from the perspectives of the needs and interests of both faculty and institution. Faculty acceptance is found to be higher than anticipated, but a possible disadvantage is the loss of valued faculty members. Incentive early retirement programs are likely to become increasingly popular as the cap on mandatory retirement is lifted. (MSE)

ED 301 142 HE 022 080
Nash, Nancy S. Hawthorne, Elizabeth M.
Corporate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-5
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competition, *Corporate Education, Credit Courses, *Educational Change, Enrollment Rate, Higher Education, Industry, Institutional Cooperation, *Professional Continuing Education, *School Business Relationship
Identifiers—ERIC Digests
Corporate education is an extensive, multifaceted endeavor, costing billions of dollars, educating millions of people, and absorbing many working hours annually. Offerings range from remedial to postgraduate level management and technical courses. Corporate educators are fulfilling educational needs of nontraditional students, often before colleges and universities respond. These educational efforts could threaten the health and devalue the worth of higher education, but in fact, corporate education is compatible with--indeed complements--traditional higher education. Corporate education is structured similarly to collegiate instruction, facilitating transfer and student mobility and making possible a variety of cooperative efforts. Corporate programs have also opened channels of communication between business and schools concerning educational content and methods. The growth of corporate education is a stimulus to both internal collegiate debates and public policy-making. Many profitable educational ventures have begun with employers' recognition of their responsibilities to employees. Corporate education is well-established, a large enterprise, and increasingly professional. There is room for accommodation and cooperation that will serve both learners and their educational providers. (MSE)

ED 301 143 HE 022 081
Claxton, Charles S. Murrell, Patricia H.
Learning Styles. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-6
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, *Cognitive Style, *College Instruction, College Students, *Curriculum Development, Higher Education, Individual Differences, *Instructional Effectiveness, *Minority Groups, Research Needs, Staff Utilization, *Student Personnel Services, Teacher Qualifications, Teacher Selection
Identifiers—ERIC Digests
Learning style is a concept that can be important in the movement toward improved college teaching and learning. Information about students' learning style can help faculty become more sensitive to the differences students bring to the classroom and can guide the design of learning experiences that either match students' styles or stimulate learning in new ways. Information about learning style is also helpful in counseling and orientation and in staff utilization and development. The most pressing research needs are in the areas of (1) the learning styles of minority students and in the development of measurement instruments that take cultural attributes into account, (2) the effects of incongruence between teaching methods and students' learning styles, and (3) the relationships between learning style, developmental stage, disciplinary perspectives, and epistemology. More effective learning can be promoted through (1) professional development activities on the application of the concept of learning styles, (2) encouragement of classroom research, especially using the concept of learning styles, (3) developing curricular experiences that help students learn to learn, and (4) in hiring faculty, considering candidates' understanding of teaching-learning practices that take into account individual differences. (MSE)

ED 301 144 HE 022 082
McDade, Sharon A.
Leadership in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-7
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Administrator Qualifications, *College Administration, Higher Education, *Leadership Training, *Management Development, *Professional Development
Identifiers—ERIC Digests
Since many senior academic administrators of colleges and universities first trained for academic careers in research and teaching, they have had minimal management training. Both academic and nonacademic officers with administrative experience find they must quickly develop the different knowledge and skills needed to manage an institution when they move into senior administrative positions. In surveys, organization and planning skills are seen by administrators as the most important, human skills are placed second, and financial management and control are ranked third. Professional development for management is accepted in business, industry, the military, and government. Although the benefits are easy to identify, value is difficult to quantify beyond anecdotal evidence. The benefits of professional development must also be balanced against the drawbacks of participating, including career timing, obsolescence of training, costs in time and money, and the issues of selection, integration, evaluation, and feedback. However, the evidence that does exist on the benefits still outweighs the disadvantages for many administrators. Effective professional development, experiences must be part of an integrated, comprehensive organizational plan that links development activities with the actual tasks and responsibilities of the job. (MSE)

ED 301 145 HE 022 083
Alfred, Richard L. Weissman, Julie
Public Image and the University. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-8
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *College Planning, Higher Education, *Institutional Advancement, Institutional Characteristics, Institutional Research, *Marketing, Public Opinion, *Public Relations, *Reputation, Resource Allocation
Identifiers—ERIC Digests, *Institutional Image
A discussion of institutional stature in higher education focuses on its development and determination and strategies for its enhancement. The central theme is that although colleges and universities are affected by trends in the external environment, they can plan, respond, act, and organize themselves to improve their stature. The report examines the dimensions of stature and then looks at the dynamics of enhancement: the coordinated actions that institutions can take beyond marketing and public relations to address forces in the environment while simultaneously educating the public about important goals, purposes, outcomes, and benefits of postsecondary education. Stature is seen as the product of an environment in which multiple forces influence the exchange of resources between universities and different constituencies; inputs in the form of constituents' needs and expectations; attributes of organization and performance; a conversion process that transforms inputs into decision; outputs to multiple constituencies; formal and informal communication about outputs to constituencies; and feedback in the form of public perceptions of the outputs. It is concluded that institutions can enhance their stature by four strategies: strategic assessment, resource allocation, outcomes assessment, and image management. (MSE)

ED 304 041 HE 022 199
Kurfiss, Joanne Gainen
Critical Thinking: Theory, Research, Practice, and Possibilities. ASHE-ERIC Higher Education Report No. 2, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-44-6
Pub Date—88
Contract—ED-RI-88-062014
Note—164p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cognitive Processes, College Instruction, College Students, *Critical Thinking, Evaluative Thinking, Higher Education, *Intellectual Development, Intellectual Disciplines, Logical Thinking, Models, Productive Thinking, *Student Development, Teacher Responsibility, *Teaching Methods
The formal development of critical thinking is discussed, and guidance is provided to help faculty insure that critical thinking becomes an integral part of learning. Theory, research, teaching practice, and college programs pertinent to the development and role of critical thinking are presented in order to show how educators have shaped educational settings to nurture the capacity and disposition to think critically. Eight sections include: (1) introduction (definitions, teaching critical thinking, and purpose of the report); (2) historical background (forerunners and relationship to the current scene); (3) informal logic: analysis and construction of arguments (formal and informal logic, critical thinking textbooks, and educational implications); (4) cognitive processes in critical thinking (assumptions, reasoning of novices and experts, and affective factors: curiosity and purpose); (5) developmental foundations of critical thinking (stages of intellectual development, differences between samples, and changing students' beliefs about knowledge); (6) teaching critical thinking in the disciplines (teacher education, evaluation in critical thinking courses, and common features in critical thinking courses in the disciplines); (7) institutional issues and approaches (circular approaches, organizational strategies, and features of current programs); and (8) conclusion (needed research and support and dissemination). Contains about 300 references. (SM)

ED 305 015 HE 022 334
Seymour, Daniel T. Fife, Jonathan D., Ed.
Developing Academic Programs: The Climate for Innovation. ASHE-ERIC Higher Education Report No. 3, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-46-2
Pub Date—88
Contract—ED-RI-88-062014
Note—148p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Programs, Creativity, Educational Change, Educational Environment, Educational Improvement, *Educational Innovation, *Educational Planning, Higher Education, *Program Development, Program Evaluation, Social Change, Success
Identifiers—*Strategic Planning
The ongoing process of developing new academic programs is slow, and the process by which this gradual reshaping occurs involves all aspects of the institution of higher education. The overlap of innovation in organizations, strategic planning, and program evaluation is important in this development. Administrators, trustees, and faculty members need to understand how institutions are being transformed in today's environment. Suggestions for improving the process of developing new programs include creating and maintaining a climate for innovation, bringing innovative people into the institution, developing a selective strategy, and developing the means to look outward. Four sections look at the following: (1) organizations and innovation (from social change to individual creativity, the process, people, and product involved in innovation, and strategies for innovation); (2) academic program planning (definitions and delineations, the planning environment, program review, program discontinuance, the development of new academic programs); (3) decisions about the development of new academic programs (major considerations, internal strengths and capabilities, external needs and opportunities, program and priority decisions, and program approval at the system and state levels); and (4) improving the process (the existing vacuum, factors for success, and practical prescriptions). An appendix contains an abridged procedural checklist. Contains approximately 180 references and 10 tables. (SM)

ED 305 016 HE 022 335
Whitman, Neal A. Fife, Jonathan D., Ed.
Peer Teaching: To Teach Is To Learn Twice. ASHE-ERIC Higher Education Report No. 4, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-48-9
Pub Date—88
Contract—ED-RI-88-062014
Note—103p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Instruction, College Students, Cooperative Learning, Educational Innovation, *Educational Methods, Higher Education, Nontraditional Education, Peer Influence, *Peer Teaching, Student Development, *Teaching Methods
Identifiers—Peer Coaching
Efforts in higher education to use students as teachers (peer teaching), thus providing them with the benefits traditionally enjoyed by professors are described. Four sections focus on the following: (1) peer teaching and the psychological basis for its benefits (cognitive level, affective level, and peer learning); (2) types of peer teaching used in higher education (teaching assistants, tutors, counselors, partnerships, and work groups); (3) strategies for academic planners (public relations, recruitment and selection, training, peer teaching manuals, and systematic approaches); and (4) how the classroom teacher can implement peer teaching (peer teaching experiences and approaches to peer teaching). The importance of further study to know whether different peer groups can be used consciously to enhance the learner's commitment to academic work is noted. A review of the literature on the subject reveals a need to better study the role of the professor in peer teaching. The fact that evaluation of peer teaching is fairly primitive raises the points that faculty should proceed cautiously in starting new programs, and there is a huge opportunity for evaluation studies. Recommendations from current literature include the following: learning may occur when students work cooperatively, both peer teachers and peer learners learn, and learning may increase with a blend of situations in which professors are present and are not present. Contains about 130 references. (SM)

ED 306 840 HE 022 502
Hines, Edward R.
Higher Education and State Governments: Renewed Partnership, Cooperation, or Competition? Report No. 5.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-47-0
Pub Date—88
Contract—ED-RI-88-062014
Note—177p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Accountability, Financial Support, Government Role, *Government School Relationship, *Higher Education, Institutional Role, Leadership, Minority Groups, Policy Formation, *Public Policy, State Aid, *State Government
Information about current policy issues and relationships Between state governments and higher education is presented, with focus on the conceptual issue of accountability and autonomy. The relationship between state governments and colleges is continually evolving. Four sections cover the following: (1) leadership in higher education (the state-level higher education agency, trustees, governing boards, multicampus systems, governors and higher education, lobbying, accountability, autonomy, and regulation); (2) state financial support for higher education in transition (newer developments in state financing of higher education, higher education and economic development, and state support of private institutions); (3) current state/campus policy issues (higher education and reform, minorities in higher education, program review in higher education, and the state's role in assessment and quality); and (4) analysis and implications (the relationship between state government and higher education, state leadership in higher education, financing higher education at the state level, state-campus policy issues, implications for institutions and implications for research and policy making). Contains about 300 references. (SM)

ED 307 841 HE 022 728
Fairweather, James S.
Entrepreneurship and Higher Education: Lessons for Colleges, Universities, and Industry. ASHE-ERIC Higher Education Report No. 6, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-50-0
Pub Date—88
Contract—ED-RI-88-062014
Note—137p.
Available from—ASHE-ERIC Higher Education Reports, The Georgetown University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Business Responsibility, Corporate Support, Entrepreneurship, *Higher Education, *Industry, *School Business Relationship, School Community Relationship
In this monograph, literature on industry-university liaisons is examined to provide a framework for examining such relationships and for evaluating their impact on a variety of social, economic, and educational goals. The combination of academic leaders in search of revenue, industrialists looking for a competitive edge, and state and federal governments attempting to restore economic vitality has resulted in dramatic growth in industry-university liaisons. Questions remain about the impact of partnerships between business and higher education, both for participants and society. Topics of the monograph's eight sections are as follows: (1) the emergence of industry-university liaisons (i.e. historical patterns and the 1980s and the rise of such liaisons); (2) ideological and political agendas (advocates, opponents, and moderates); (3) motivating factors (government, industry, and academe); (4) types of industry-university liaisons (participants, disciplines, and topologies); (5) operational issues (i.e. keys to successful implementation and operation); (6) compatibility with academic functions (evidence, missions, and evolution of the institution); (7) assessing the impact (initial considerations and criteria); and (8) lessons for academic, corporate, and government leaders (i.e. generic lessons and lessons for state and federal governments, industry, and academe). Contains about 250 references. (SM)

ED 308 795 HE 022 801
Richardson, Richard C., Jr. de los Santos, Alfredo G., Jr.
Helping Minority Students Graduate from College--A Comprehensive Approach. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-11
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036. (Free with stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Access to Education, American Indians, Blacks, *College Graduates, College Students, *Educational Attainment, Educational Quality, Equal Education, Excellence in Education, *Graduation, Higher Education, Hispanic Americans, *Minority Groups, Racial Discrimination
Identifiers—ERIC Digests
Blacks, Hispanics, and American Indians remain less likely to graduate from college than other Americans. This persistent and serious problem is solvable if concerned institutions use a comprehensive approach, implementing 10 principles in order to successfully remove race and ethnicity as factors in college completion. The principles listed are supported by a 3-year national study of 10 predominantly white colleges and universities that have achieved success in graduating minority students over 10 or more years. The 10 principles are as follows: announce your priorities (the goal of eliminating racial and ethnic disparities); back your priorities (spend money to recruit, retain, and graduate minority students); employ minority leaders (to send a clear message about the value of cultural diversity); track your progress; provide comprehensive support services; emphasize quality (with plenty of diversity); reach out to community schools, agencies, and businesses (a community-wide effort can raise minority students' aspirations and academic preparation); bridge the educational gaps (with such bridge programs as extended classes covering required material, tutoring, learning laboratories, collaborative study groups, and intrusive advising); reward good teaching and diversify the faculty (cultivating minority professors by mentoring graduate students or junior faculty members); and construct a nonthreatening social environment (with no incidents of racism). Eight references are included. (SM)

ED 308 796 HE 022 835
Ferrante, Reynolds And Others
Planning for Microcomputers in Higher Education. Strategies for the Next Generation. ASHE-ERIC Higher Education Report No. 7, 1988.
ERIC Clearinghouse on Higher Education, Washington, D.C.; Louisiana State Advisory Council on Libraries, Baton Rouge.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-51-9
Pub Date—88
Contract—ED-RI-88-062014
Note—117p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Change Strategies, *Computer Uses in Education, Decision Making, *Educational Planning, Higher Education, Improvement, *Microcomputers, Organizational Change, Technology
An in-depth look is presented at how institutions are currently planning for microcomputers. The question is not whether the computer network on campus and between campuses will be the single most important technological event of the century for higher education, but rather how it will occur. Six sections include: the coming of age of microcomputers: a growing challenge to planning in postsecondary education (profound change and challenge, environmental factors, and the purpose of this report); trends and issues (technology, management concerns, and government involvement); planning and use of microcomputers in postsecondary education: a national survey (policies for purchasing and using microcomputers, policymakers and decisionmakers, selection criteria for hardware and software, use of microcomputers, and financial and other commitments); planning process (muddling through, the reactive process, traditional long-range planning, environmental scanning, strategic planning, and tactical planning); examples of institutional planning (Brown University, Clarkson University, Drew University, Drexel University, University of Iowa, Lehigh University, Princeton University, and Stevens Institute of Technology); and conclusions and recommendations (a clear need, operating assumptions, recommendations, and judgments). Ten specific recommendations include: use strategic planning as the most appropriate planning model; involve all faculty and staff in planning the institution's information system and build institutionwide support; and aim for synergy. One figure, 12 tables, and 77 references are included. (SM)

ED 308 797 HE 022 845
Nelson, Karen
Paying for College: Savings Plan vs. Prepayment. ERIC Digest.
National Center for Postsecondary Governance and Finance, College Park, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-12
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (Free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Banking, Costs, *Educational Finance, Educational Planning, Expenditures, Family Financial Resources, Federal Aid, Higher Education, *Parent Financial Contribution, Parent Responsibility, Self Supporting Students, State Aid, *Student Costs
Identifiers—ERIC Digests
As college costs continue to soar, families across America are confronting a financial burden they find difficult if not impossible to manage alone. Existing programs like student loans are unable to address a problem of this scope. The search for a method to encourage savings for college without drawing on limited public resources has led to a new investment idea: prepayment of tuition. Although difficult to implement, prepayment plans have the potential to totally restructure higher education finance. The principal advantages of state, national, and commercial savings plans are reviewed, then compared with state and national prepayment plans. Helping families save for higher education is a crucial issue facing policy makers and higher education officials. If parents can be encouraged to create "new" savings for future college expenses, higher education will benefit while the nation's perilously low savings rate will be transfused. National and commercial savings plans offer alternatives, although somewhat unsatisfactorily. A well-structured national prepayment plan is essential in order to bring the nation's college tuition crisis in check. Contains four references. (SM)

ED 308 798 HE 022 876
Lindsay, Alan W. Neumann, Ruth T.
The Challenge for Research in Higher Education. Harmonizing Excellence and Utility. ASHE-ERIC Higher Education Report No. 8, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-52-7
Pub Date—88
Note—120p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Quality, *Educational Researchers, Excellence in Education, Financial Support, Fund Raising, Postsecondary Education, *Research, Research Administration
This study examines the changing notions of excellence and utility and their influence on the purposes and culture of higher education. A conceptual framework is developed that harmonizes the conflicting forces that drive the research effort. Eight sections include: introduction (the legacy of expansion, research under pressure, trends in funding research, and concerns about current directions in policy); excellence and utility: a first encounter (changing notions of excellence and utility and philosophical justifications of higher education); excellence and utility in historical perspective (the medieval university, the modern university, and development of the role of service); the role of research in higher education (general characteristics of university research, the notion of research: its scope and orientation, research and its nexus with teaching); excellence and utility in harmony and conflict (the relationship between excellence and utility, the question of standards, excellence in what, and narrowing of excellence and utility); excellence and utility in funding research (conflict in the process of funding research, funding research: national priorities or peer review, and evaluating research); pressures on the teaching role (the teaching-research nexus and doctoral education); and summary and conclusions (notions of excellence

and utility, problems of the narrow notions of excellence and utility, the way forward, and summary of recommendations). The 14 recommendations cover: a broad view of research, broadened panel membership, reward structure, collegiality, and a pool of researchers. Contains approximately 160 references. (SM)

ED 308 799 HE 022 930
Leslie, Larry L.
Enhancing a College's Fund-Raising Ability. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-13
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Athletics, *Donors, *Educational Finance, Financial Needs, Financial Support, *Fund Raising, Higher Education, Institutional Advancement, Institutional Survival, *Private Financial Support, School Funds, Taxes
Identifiers—ERIC Digests
Suggestions on how to enhance a college's fund-raising abilities are presented. Six sections are as follows: exemplary performers (noting the relationships between amounts raised and strategies employed); what works and what does not work in fund- raising (an institution's public visibility is important, and a poverty strategy is bad); whether successful athletic programs enhance support (athletic success tends to result in [illegible] contributions to athletic programs with spillover to academic programs); how tax laws affect voluntary support (though recent tax code revisions raised serious concern that the levels of voluntary support of higher education might decline, some indicators suggest that the decline might not be as serious as forecast); new ideas in nonprofit research, focusing on an 1988 study by Weisbrod that shows that a tax increase of 10% may result in philanthropic declines of as little as .1% or as much as 2.54%); and what is in store for the future (suggesting a broad, national database of higher education donors to provide the sorts of information social scientists require to test propositions). Contains 10 references. (SM)

ED 308 900 HE 022 931
Neal, John E.
Faculty Evaluation: Its Purposes and Effectiveness. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-14
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Educational Assessment, Educational Quality, Excellence in Education, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, Institutional Role, *Teacher Evaluation
Identifiers—ERIC Digests
A discussion of the purposes and effectiveness of faculty evaluation is presented. Topics of discussion include the purposes of faculty evaluation, the importance of clarity of purpose, and whether or not faculty evaluation results in more productive faculty. Ten guidelines for faculty evaluation programs are listed as follows: make sure the purpose of evaluation is clear; involve faculty in all aspects; make administrative commitment to the evaluation process go hand in hand with commitment to due process; attempt to balance institutional needs with individual faculty needs; link evaluation to faculty development and rewards; apply all evaluation procedures consistently and fairly; include multiple sources of faculty data in evaluation; bring evaluation policies and practices into conformity with established civil rights guidelines; when using existing programs, tailor them to meet local needs; and include several levels of review and appeal. Using guidelines in the evaluation process accomplishes three goals: they reopen the lines of communication between faculty and administration of faculty effectiveness; they help minimize faculty resistance to evaluation; and they permit an integration of evaluation into decision making and development processes on campuses. Contains 7 references. (SM)

ED 308 801 HE 022 932
Krehbiel, Lee E. MacKay, Kathleen
Volunteer Work by Undergraduates. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-15
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Responsibility, College Students, *Community Services, Extracurricular Activities, Higher Education, *Public Service, Student Financial Aid, Student Participation, *Student Volunteers, Undergraduate Study
Identifiers—ERIC Digests, *Volunteerism
Undergraduate volunteerism work is discussed, noting volunteer service can be a vital part of an undergraduate education. This service has taken many forms over the years, from folding bandages for soldiers at war, to providing tutorial services for elementary and secondary school children, to staffing medical programs in Appalachia. It encompasses paid and non-paid positions, internships or other work resulting in academic credit, and community service. Today, it may also affect student financial and related legislation. In recent years, college students have been described as narcissistic and part of the "me generation," and one study indicates a shift from civic responsibility to self-interest. There are signs, however, that current undergraduates are more altruistic, and institutional initiatives to support student volunteerism are increasing. Direct methods of encouraging student volunteerism are being considered and include an institutional or governmental community service requirement and a financial aid program linked to community service. Several successful programs to encourage undergraduates to volunteer are cited. Proposals under consideration for relating such work to financial aid are as follows: make eligibility grants and loan forgiveness dependent upon volunteer service; resurrect the G.I. Bill, with modifications; and enact legislation linking financial aid eligibility to national youth service programs. Contains 12 references. (SM)

ED 308 802 HE 022 933
Eddy, Margot Sanders
College Alcohol Programs. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-16
Pub Date—89
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Education, College Environment, *College Programs, College Role, College Students, *Drinking, Higher Education, *Legal Responsibility, *Policy Formation, School Responsibility, Social Behavior
Identifiers—ERIC Digests
The use and abuse of alcohol on college campuses is reviewed briefly and administrative responses are described. Campus initiatives include policy formation and enforcement, treatment programs, and prevention activities. Issues related to institutional liability are outlined, and important factors that bear on policy formation are detailed, such as student attitudes, campus climate, and quality of services to abusers. The Inter-Association Task Force on Alcohol Issues' recommendations for policy regulations are also reviewed, along with recent efforts of Congress, the Federal Government, and the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. (LB)

ED 308 803 HE 022 934
Mellen, John N.
Trends in Faculty Involvement in Marketing, Technology and Part-Time Teaching on the College Campus.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 89
Contract—ED-RI-88-062014
Note—20p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Students, *Computer Uses in Education, Educational Technology, Full Time Faculty, Higher Education, Microcomputers, Part Time Faculty, *Student Recruitment, Teacher Role, *Teacher Student Relationship, Trend Analysis
Three aspects of faculty involvement are discussed: how computer technology affects personal relationships between faculty and students; how faculty talents help colleges and universities recruit students; and what role part-time faculty members play. Computer use can help faculty and students establish new patterns of sharing data, and computer aided relationships built around specific question and answer data can influence their frequency of contact. The computer is good for making instructional management more efficient. Its question and answer model lets faculty members become process centered expediters. Part-time teaching performance affects the institution's overall quality of academic progress. Institutional excellence includes faculty that combines part-time professionals with the core full-timers. Issues regarding part-time faculty involve status, use, workload, evaluation, support, and compensation. Colleges and universities must specify employment requirements for part-time faculty who meet the standards established by accrediting agencies. Recruitment strategy (integrating marketing and faculty involvement) is inclusive and involves all members of the campus community. The campus community must look at: where they are; where they want to go; and how they can develop an information system to keep them informed. The college/university mission must be rethought. Faculty involvement is critical to make the plan reflect the institution's academic mission. Institutional health is diagnosed on the basis of enrollment, and marketing is the common prescription for health. Contains 23 references. (SM)

IR

ED 297 740 IR 052 412
Kuhlthau, Carol Collier
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-14-7
Pub Date—87
Contract—400-85-0001
Note—34p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-74; $5.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Literacy, *Course Integrated Library Instruction, Critical Thinking, Elementary Secondary Education, *Functional

Literacy, Information Needs, Information Services, *Information Technology, Learning Resources Centers, *Library Skills, Mass Media, *Media Specialists, Online Searching, Problem Solving, Public Education, School Libraries, Student Attitudes, User Needs (Information)
Identifiers—*Information Literacy
This review of the research literature describes and discusses functional/information literacy in the age of computers and the resulting "information explosion," together with means by which students can become competent information users in the future and be enabled to lead productive, meaningful lives. Defined as comprising library skills and computer literacy, information literacy is discussed in relationship to school media centers, which have become key places for integrating skills and resources with subjects across the curriculum, and allowing students to develop proficiency in inquiry. This study summarizes information technologies useful in schools and reviews international information literacy programs to provide insights into ways that administrators, teachers, and library media specialists can work together to prepare students to meet the challenges of the information age. Included in the discussion are (1) definitions and characteristics of information literacy; (2) the library media center as information center; (3) integrating information skills with the curriculum; (4) information technologies in schools; and (5) means of achieving information literacy. It is concluded that competent use of information can offer beneficial results to society-at-large, and that, conversely, information illiteracy can cause harm to individuals and to society. (75 references) (CGD)

ED 300 031 IR 052 528
Schamber, Linda
ERIC on CD-ROM: Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-1
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographic Databases, *Computer Software, Microcomputers, Online Searching, *Online Systems, *Online Vendors, *Optical Data Disks, *Reference Services
Identifiers—*ERIC, ERIC Digests
This digest discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features of three CD-ROM versions of the ERIC database--Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Addresses and telephone numbers for the vendors are provided. (MES)

ED 300 032 IR 052 529
Schamber, Linda
The Novice User and CD-ROM Database Services. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-2
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Costs, Databases, Futures (of Society), Microcomputers, *Online Systems, *Optical Data Disks, *Reference Services, *Users (Information)
Identifiers—ERIC Digests
This digest answers the following questions that beginning or novice users may have about CD-ROM (a compact disk with read-only memory) database services: (1) What is CD-ROM? (2) What databases are available? (3) Is CD-ROM difficult to use? (4) How much does CD-ROM cost? and (5) What is the future of CD-ROM? (15 references) (MES)

ED 303 175 IR 052 625
Miller, Barbara B.
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-7
Pub Date—Jun 88
Contract—RI88062008
Note—3p.; This digest is based on the ERIC/IR Clearinghouse Information Analysis Product, "Online Information Services for Secondary School Students: A Current Assessment," by Elizabeth Smith Aversa, Jacqueline C. Mancall, and Diane Oesau (ED 295 682).
Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Databases, Guidelines, Learning Resources Centers, *Media Specialists, Needs Assessment, Objectives, *Online Searching, Optical Data Disks, School Libraries, Secondary School Students, Student Behavior, Teaching Methods, Use Studies
Identifiers—ERIC Digests
This digest begins with a brief discussion of the current status of the relatively recent phenomenon of online searching in schools. The advantages and disadvantages of online access in this context are then outlined, and some suggestions are offered for school library media specialists who wish to initiate online information retrieval for their students. A brief review of studies of the impact of online services on student behavior and a future scenario for online services in school settings conclude the digest. (7 references) (CGD)

ED 303 176 IR 052 626
Schamber, Linda
Optical Disk Formats: A Briefing. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-4
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Information Retrieval, Information Sources, *Information Storage, *Information Systems, Interactive Video, *Optical Data Disks, *Technological Advancement, *Videodisks
Identifiers—ERIC Digests
This digest begins with a brief description and review of the development of optical disks. Optical disk formats are then described by capability: Read Only Memory (ROM), Write Once, Read Many (WORM), Interactive (I), and Erasable (E); forms of information (audio, text or data, video or graphics, or a combination); and disk size (most often 12 or 4.72 inches in diameter). Some 12-inch formats are then briefly described: optical digital data disk, videodisc, digital video disk, and interactive video disk. Brief descriptions of compact disk formats cover compact audio disk, compact disk-read only memory (CD-ROM), and compact disk-write once, read many (CD-WORM). Future formats currently under development are also briefly described, including HDTV video disk (readable by high-definition television), compact disk-interactive (CD-I), digital video interactive (DVI), and compact disk-erasable magneto optic (CD-EMO). It is concluded that, although the new technology presents some problems, these problems will disappear within the next few years because of the new formats and systems being developed. It is suggested that interested users may keep up-to-date on new developments in this rapidly developing field by contacting manufacturers directly and by reading recent periodicals. (10 references) (CGD)

ED 303 177 IR 052 627
Schamber, Linda
Technology Options for Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-3
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgets, *Change Strategies, Computer Networks, Information Systems, Information Technology, Library Administration, *Library Automation, *Library Planning, *Library Role, *Library Services, Technological Advancement
Identifiers—ERIC Digests
This two-page digest briefly outlines some of the technological trends in updating a library, and briefly discusses the administrative issues and strategies involved. It begins by describing the wholly integrated information environment, which would include: (1) public-access personal and professional communications networks; (2) information utilities and online databases; (3) local area and institution-wide computer networks; (4) multimedia interactive databases based on optical technologies, distributed processing, multi-tasking, artificial intelligence, and hypermedia programs; (5) transparent operating systems and menu-driven software; (6) hardware and software compatibility; (7) resource-sharing systems and policies; and (8) the roles of information resources managers and media specialists. Complex technical, human, and financial issues which the library administrator faces are then discussed. It is recommended that library administrators and librarians who might desire to develop state-of-the-art facilities but need to stay within a budget must plot their strategies by becoming informed; making a detailed needs assessment; establishing the project with a task force and project manager; and being thorough and looking to long range as well as short range planning with room for change. (15 references) (CGD)

ED 304 111 IR 013 670
Schamber, Linda
Delivery Systems for Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-6
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Instruction, Cable Television, Closed Circuit Television, *Distance Education, *Educational Television, *Electronic Mail, Facsimile Transmission, *Teleconferencing, *Telephone Instruction, *Videotex
Identifiers—ERIC Digests
This ERIC digest provides a brief overview of the video, audio, and computer technologies that are currently used to deliver instruction for distance education programs. The video systems described include videoconferencing, low-power television (LPTV), closed-circuit television (CCTV), instructional fixed television service (ITFS), and cable television (CATV). Several types of audiographic teleconferencing are then described, including telefacsimile (FAX), freeze-frame or slow scan video,

and compressed video. Audioconferencing is cited as the principal use of audio telephone delivery, but it is noted that other options are also available, including the use of an audio bridge to enable two-way interaction among groups at three or more locations. Computer conferencing options are also described, including electronic mail networks, electronic bulletin board services (BBSs), and teletext and videotex. A brief discussion of distance education concludes the digest. (14 references) (EW)

ED 304 112 IR 013 671
Schamber, Linda
The Wired Campus. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-5
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse Univesity, Syracuse, NY 13244-2340 (free while the supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Campuses, *Colleges, Computer Software, *Computer System Design, Higher Education, *Information Networks, *Information Systems, *Integrated Activities, Local Area Networks, Microcomputers, *Systems Development
Identifiers—ERIC Digests
This ERIC Digest examines some of the trends and issues in academic information systems design and describes the policies of several universities that are taking creative advantage of these systems as educational tools. The current emphasis on microcomputers in campus information networks instead of terminals connected to a mainframe computer is discussed and the characteristics of such networks are described, including widespread coverage, wide variety of uses, distributed control, security, multimedia capability, integrated software, adaptability and expendability, and reliability. Issues involved in the planning and implementation of the integrated information network are then discussed, and the features of such systems are listed for five colleges and universities that have made major commitments to the concept of the information network. (13 references) (EW)

ED 305 069 IR 052 681
Level 3 Accessions (Documents Not Available from EDRS in Microfiche or Paper Copy). Cumulative List Covering the Period November 1966-December 1988.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Note—68p.
Available from—ERICTOOLS, ERIC Processing and Reference Facility, 2440 Research Boulevard, Suite 550, Rockville, MD 20850 ($5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Information, Bibliographic Databases, *Information Services, *Information Storage, *Microfiche, *Reprography, *User Needs (Information)
Identifiers—*ERIC
This report provides a list of 26,654 Level 3 documents, i.e., documents that have been announced in Resources in Education (RIE) which the authors have not granted ERIC permission to reproduce in either microfiche (Level 2) or microfiche or paper copy (Level 1). These documents are neither included in the ERIC Microfiche Collection nor available from the ERIC Document Reproduction Service (EDRS). The purpose of this list is to provide users with a cumulative list, by ERIC document number (ED), covering the period from November 1966 through December 1988, of all those items that are not available through the ERIC system. It is noted that: (1) the list of Level 3 accessions--numbered in succeeding order--can be used to validate a missing microfiche, i.e., to prove that it is legitimately missing rather than lost or misfiled; (2) the list can also be used to validate document orders going to EDRS; (3) no items on this list can be ordered from EDRS, since EDRS has neither the master microfiche nor permission to reproduce them; and (4) all Level 3 accessions carry a note in the announcement in RIE that specifies an external source of availability. A summary table which precedes the master list of Level 3 documents provides the number of the accessions and percentage of each level of availability of ERIC documents for each year of the ERIC file for the period covered. (CGD)

ED 306 944 IR 013 788
Janis, Jane Klausmeier
Accessing ERIC with Your Microcomputer: Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-9
Pub Date—Dec 88
Contract—RI88062008
Note—3p.; This ERIC Digest is an update of ED 270 100.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210-2340 (free while supply lasts).
Pub Type— Guides - General (050) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, Databases, *Microcomputers, *Modems, *Online Systems, *Online Vendors, Telecommunications
Identifiers—*Communications Software, *ERIC, ERIC Digests
This digest describes how to use a microcomputer as a terminal to access ERIC online. Hardware and software requirements are explained, configuring the software is described, and basic requirements for specific microcomputers are listed. One diagram is included. (EW)

ED 306 960 IR 052 745
Ormondroyd, Joan
Course Integrated Library Instruction. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-8
Pub Date—Dec 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, *College Curriculum, College Faculty, *College Libraries, *College Students, *Course Integrated Library Instruction, Higher Education, *Library Skills
Identifiers—ERIC Digests, *Librarian Teacher Cooperation
More librarians are finding ways to integrate library instruction into existing courses in a manner that makes library resources and the methodology for finding them an essential and basic component of the courses. Course-integrated instruction requires close cooperation between the librarian and the instructor and subject expertise on the part of the librarian. Such cooperation normally grows out of course-related instruction. Whatever the assignment given, its goal should be to introduce students to a wide span of library resources and to make them comfortable in using these sources. Course-integrated instruction permits library research at a deeper level which allows for a more cognitive approach to research methodology. However, this type of library instruction is also time consuming for the librarian involved in the instruction, who may have to meet with the instructor several times and grade the library assignment. Nevertheless, as libraries continue to grow and become more complex, the demands for such instruction will increase, and academic librarians must be prepared to meet them. (9 references) (EW)

ED 308 855 IR 014 063
Reed, Mary Hutchings
Videotapes: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-1
Pub Date—Jun 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classrooms, *Copyrights, Elementary Secondary Education, Guidelines, Higher Education, Intellectual Property, *Legal Problems, *Legal Responsibility, Librarians, *Libraries, Library Services, Library Technical Processes, Media Specialists, *Videotape Recordings
Identifiers—*Copyright Act 1978, ERIC Digests
Much of the concern among librarians and educators as to the legality of library lending and classroom use of copyrighted videotapes is the result of "Home Use Only" labeling and other information supplied by the Motion Picture Association of America and some of its members. Much of this labeling and information is misleading and inapplicable to libraries and schools. This document provides guidelines for interpreting the Copyright Act for the classroom and library use of videotape recordings. (GL)

ED 308 856 IR 014 064
Reed, Mary Hutchings
Computer Software: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-2
Pub Date—Jul 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classrooms, *Computer Software, *Copyrights, Elementary Secondary Education, Guidelines, Higher Education, Intellectual Property, *Legal Problems, *Legal Responsibility, Librarians, *Libraries, Library Services, Media Specialists
Identifiers—*Copyright Act 1978, ERIC Digests, Fair Use
This digest notes that the terms and conditions of computer software package license agreements control the use of software in schools and libraries, and examines the implications of computer software license agreements for classroom use and for library lending policies. Guidelines are provided for interpreting the Copyright Act, and insuring the fair use of software by libraries, classroom teachers, and students. (GL)

ED 308 857 IR 014 117
Meyers, Judith K.
Implementing Information Power. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-4
Pub Date—Aug 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — In-

formation Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Cooperative Planning, Diffusion (Communication), Elementary Secondary Education, Guidelines, *Information Dissemination, *Information Networks, Information Services, *Learning Resources Centers, *Library Services, Media Specialists, *Professional Development, *Program Implementation, School Libraries, Social Networks

Identifiers—ERIC Digests

"Information Power: Guidelines for School Library Media Programs," which was published jointly by the American Library Association (ALA) and the Association for Educational Communications and Technology (AECT) in 1988, is the most recent in a series of efforts to articulate and encode professional program and practice standards that have spanned the 20th century. Begun in 1983 by a joint writing committee of AECT and the American Association of School Librarians (AASL), "Information Power" focuses on the building level library media specialists' role in planning and providing leadership in the establishment of partnerships for the delivery of resources and services. These resources and services may vary according to the goals and objectives of the school. Physical and intellectual access to information, increasingly through networks extending well beyond the school, is the central unifying concept of the guidelines. This digest provides examples of activities planned for implementing the guidelines at the national, state, regional, district, building, and personal levels, and implementation procedures are outlined for each of the eight steps of the implementation cycle: (1) analyze organization; (2) gather data; (3) set goals; (4) establish priorities; (5) develop plans; (6) take action; (7) evaluate effectiveness; and (8) revise plans. (3 references) (GL)

ED 308 858 IR 014 118

Ely, Donald P.

Trends in Educational Technology: 1989. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-89-6

Pub Date—Sep 89

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Computers, Content Analysis, *Delivery Systems, *Distance Education, *Educational Technology, *Educational Trends, Elementary Secondary Education, Higher Education, Instructional Development, *Professional Personnel, Teacher Education, Telecommunications, Videotape Recordings

Identifiers—ERIC Digests

In order to identify and document the pervasive trends in the field of educational technology, an elaborate content review of the professional literature was performed. Literature examined included journals, conference proceedings, ERIC Resources in Education (RIE) documents, annuals and yearbooks, and dissertations. The trends that were identified include: (1) the design, development and evaluation of instructional materials and procedures are a primary concern among practitioners of educational technology; (2) professional education for teachers in the use of educational technology principles and practices is seen as a basic need for present and future professional service; (3) distance education is becoming a significant delivery system; (4) the computer is the dominant medium in the field, and telecommunications and video follow close behind; (5) the role of the educational technologist is unclear and varies from location to location; (6) case studies serve as models to follow in the implementation of educational technology applications; (7) the field of educational technology is concerned about its status as a profession; and (8) educational technology principles, products, and practices are just beginning to be integrated into courses and curricula. (10 references) (GL)

ED 308 859 IR 014 187

Ely, Donald P. And Others

Trends and Issues in Educational Technology, 1988.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-23-6

Pub Date—Dec 88

Contract—RI88062008

Note—50p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-82, $4.00 plus $1.50 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, Distance Education, *Educational Technology, *Educational Trends, Elementary Secondary Education, Higher Education, *Instructional Development, Literature Reviews, Media Research, Microcomputers, Teacher Education, *Technological Advancement, Trend Analysis

This synthesis paper provides a state-of-the-art analysis of the field of educational technology based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The study focuses on the personnel, tools, and applications of educational technology as it examines what the people in the field are doing and saying and the concerns they express. The 11 trends that are identified and discussed are related to: (1) the design, development, and evaluation of instructional materials and procedures; (2) professional education of teachers; (3) distance education; (4) the computer as the dominant medium in the field; (5) the emergence of telecommunications and video, including interactive video, as major media delivery systems; (6) changes in the role of the educational technologist; (7) the implementation of educational technology; (8) educational technology as a field; (9) the integration of educational technology principles, products, and practices into courses and curricula; (10) the relationship of educational technology to society and culture; and (11) research activities. Issues arising from these trends are then outlined, and a retrospective look at trends over the past 20 years concludes the study. A select bibliography is provided, and four appendixes contain a description by Alan Januszewski of the content analysis methodology used in the study, two forms used in the collection and analysis of data, and a table presenting the data on trends by topic and source. (BBM)

ED 308 874 IR 052 856

Brandhorst, Ted, Ed.

A Bibliography of Publications about the Educational Resources Information Center (Covering the Period 1985-1988).

ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 89

Contract—300-87-0004

Note—35p.; For editions covering earlier years, see ED 169 955 and ED 262 784.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Clearinghouses, Comparative Analysis, *Databases, *Federal Programs, *Information Centers, Information Dissemination, Information Systems, Instructional Materials, Microforms, *Online Systems, *Optical Data Disks, Publications, *Search Strategies, Use Studies

Identifiers—*ERIC

The result of a comprehensive search for writings about the Educational Resources Information Center (ERIC) published between 1985 and 1988, this annotated bibliography lists 107 documents and journal articles about ERIC that were entered in the ERIC database during that period. The 1964-1978 edition cited 269 items. The 1979-1984 edition cited 131 items. With the 107 items cited in this 1985-1988 edition, this series of bibliographies now documents a total of 400 items written on the subject of ERIC (e.g., documents of historical interest in the development of ERIC; "How to" items whose object is to initiate the user into the system; cross-database comparisons involving ERIC; user surveys; evaluations of ERIC performance; reports describing particular computer search programs or efforts; ERIC in the context of educational R&D dissemination; reviews of ERIC practices or results; how to teach ERIC; thesaurus development; how ERIC relates to some subset of the educational community; ERIC and microforms; ERIC's current attributes, size, products, etc.). Entries are listed by ERIC accession number with the ED accession numbers (for documents) appearing first, followed by the EJ accession numbers (for journal articles). The usual ERIC abstracts (or annotations) and indexes (subject, author, and institution) are included. (MES)

ED 308 877 IR 052 874

Walker, Geraldene

End-User Searching: A Selection of the Literature for 1985-1988. An ERIC Synthesis Paper.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-21-X

Pub Date—Dec 88

Contract—RI88062008

Note—43p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-80, $4.00 plus shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, Futures (of Society), Information Seeking, Man Machine Systems, *Online Searching, *Online Systems, Optical Data Disks, Reference Services, *Users (Information)

Identifiers—Gateway Systems

This literature review selectively covers material on end-user searching published between 1971 and 1988. The first section discusses end-user search systems--e.g., multipurpose systems developed for end-users, simplified versions of traditional systems, gateway systems, and CD-ROM versions of databases. This section also discusses the complexity of offline search software. Research on end-user searching by various groups or in special settings are addressed in the second section, e.g., scientists, physicians, academics, schools, lawyers, journalists, brokers, and libraries. The next two sections consider end-user training and performance. A discussion of future developments in end-user searching concludes the review. The 155 references listed are organized by broad topics corresponding to sections of the review. (MES)

ED 308 880 IR 052 929

Berkowitz, Robert E. Eisenberg, Michael B.

The Curriculum Roles and Responsibilities of Library Media Specialists. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-89-3

Pub Date—Jul 89

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Guidelines, *Library Role, *Media Specialists

Identifiers—ERIC Digests, *Information Power

This digest brings together the various views on curriculum-related roles for library media specialists. The first section considers reasons why a disparity between theory and practice exists in regard to the involvement of library media specialists as curriculum consultants. Several sources addressing this issue are reviewed in the second section. In the third section, responsibilities of the library media specialist as information consultant and actions necessary for library media specialists to fulfill their curriculum-related roles are listed. These responsibilities and actions are drawn from "Information Power," the new national library media program

guidelines from the American Association of School Librarians and the Association for Educational Communications and Technology. The fourth section summarizes the relevant ideas in three recent works offering new insights into curriculum responsibilities: (1) "Taxonomies of the School Library Media Program" (David V. Loertscher); (2) "Helping Teachers Teach" (Philip Turner); and (3) "Curriculum Initiative: An Agenda and Strategy for Library Media Programs" (Michael B. Eisenberg and Robert E. Berkowitz). (19 references) (MES)

ED 308 881 IR 052 948
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1988. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1988.
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI89002001
Note—99p.; For the listing of 1987 publications, see ED 295 685.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 284 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1988. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1988) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (MES)

ED 308 882 IR 052 957
Bevilacqua, Ann F.
Hypertext: Behind the Hype. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-5
Pub Date—Aug 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs, *Computer Software, Higher Education, Microcomputers, Organization
Identifiers—ERIC Digests, *Hypertext, Prototypes
This digest begins by defining the concept of hypertext and describing the two types of hypertext-static and dynamic. Three prototype applications are then discussed: (1) Intermedia, a large-scale multimedia system at Brown University; (2) the Perseus Project at Harvard University, which is developing interactive courseware on classical Greek civilization using HyperCard; and (3) Project Jefferson at the University of Southern California, which has developed applications using the Apple Macintosh hardware and HyperCard software. Problems of hypertext systems, such as orientation to the database, cognitive overload, and compatibility, are considered. A few brief hypertext definitions are included. (6 references) (MES)

ED 308 883 IR 052 992
Averna, Elizabeth Smith And Others
Online Information Services for Secondary School Students. Second Edition.
American Library Association, Chicago, Ill.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8389-0524-2
Pub Date—89
Contract—400-85-0001
Note—89p.; For the first edition, see ED 295 682; for a two-page digest, see ED 303 175.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-83, $9.95 plus $1.50 shipping and handling) or American Library Association Publications, 50 East Huron St., Chicago, IL 60611 (ISBN 0-8389-0524-2, $9.95 plus shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Databases, *Library Planning, Media Specialists, *Online Searching, Program Implementation, *School Libraries, Secondary Education, *Secondary School Students, *Users (Information), Use Studies
This guide addresses the role of online searching in school library media centers. The first section reviews the literature in the area and presents guidelines for planning and implementing online access for students based on the experiences reported. This section lists 44 references. The second section summarizes the results of a 1986 survey of online providers in the schools which examined four basic questions: (1) who is searching in the schools; (2) what the policies are regarding online in the schools; (3) systems, databases, hardware, and software used in the schools; and (4) the demographics of online search providers. The third section summarizes the findings of the survey, and an annotated bibliography of materials on the topic published in the 1980's is presented in the fourth section. A total of 41 items are grouped in the following categories: Introductions to the Topic; Recent Texts and Instructional Guides; Recent Articles about Online Searching in the Schools; Accounts of Practice by School Media Specialists; and Management of Online Information Services. Journals that publish articles on online searching in the schools and bibliographies covering the topic are also listed in this section. Lists of selected document delivery services and vendor contacts for school media specialists are appended. The second edition differs from the first in that the review of the literature has been recast in the form of guidelines for planning and implementation, and both the review of the literature and the annotated bibliography have been updated through spring 1989. (MES)

ED 308 884 IR 052 996
Eisenberg, Michael B.
Trends in Library and Information Science: 1989. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-7
Pub Date—Sep 89
Contract—RI88062008
Note—4p.; This digest is based on the synthesis paper, "Trends and Issues in Library and Information Science," by Michael B. Eisenberg, Carolyn K. Trombly, and Lindsay D. Ruth, which is available from Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-81, $4.00 plus $1.50 shipping and handling).
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Elementary Secondary Education, Higher Education, *Information Science, Learning Resources Centers, *Librarians, Library Automation, Library Education, Library Planning, Library Role, *Library Science, Media Specialists, Optical Data Disks
Identifiers—ERIC Digests
Based on a content analysis of professional journals, conference proceedings, ERIC documents, annuals, and dissertations in library and information science, the following current trends in the field are discussed: (1) there are important emerging roles and responsibilities for information professionals; (2) the status and image of librarians remains a major concern across the library professions; (3) professional education programs are being challenged to balance the need to provide training in specific areas while also developing comprehensive, coordinated programs covering all areas of information science; (4) libraries of all types are incorporating planning processes into their management activities; (5) "Information Power," the new guidelines for school library media programs, is already having a major impact on the field; (6) technology has an impact on the presentation of information and related information services; (7) advances in technology result in major, highly visible changes in library and information work; (8) new research efforts in information systems include integrating various formats and structures in a single system, developing sophisticated user interfaces, and the application of artificial intelligence to information systems; (9) CD-ROM has emerged as a major technology for providing access to a range of information systems, such as bibliographic retrieval systems, databases, library catalogs, and full-text systems. (11 references) (MES)

JC

ED 299 002 JC 880 431
Miller, Richard I., Ed. Holzapfel, Edward W., Jr., Ed.
Issues in Personnel Management. New Directions for Community Colleges, Number 62.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-913-0
Pub Date—88
Contract—RI-88-062002
Note—105p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($12.95).
Journal Cit—New Directions for Community Colleges; v16 n2 Sum 1988
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Administration, Community Colleges, *Faculty Evaluation, Personnel Evaluation, *Personnel Management, *Personnel Policy, Staff Utilization, Two Year Colleges
This collection of essays provides an overview of personnel policies and practices in two-year colleges. The volume includes: (1) "The Personnel Function in Two-Year Colleges," by Priscilla Haag-Mutter and C. Wayne Jones, which considers historical antecedents, human resource development, future trends, and the role of planning; (2) "Organization and Staffing," by Stephen J. Midkiff and Barbara Coons, which focuses on the personnel department, policies, procedures, the content of policy manuals, grievances, and record keeping; (3) "Performance Appraisal," by Mary Louise Holloway; (4) "Staff Development and Training," by Stephen Rostek and Deborah Jean Kladivko, which provides a matrix model for categorizing development needs; (5) "Changes in Employment Placement," by Katherine D. Kalinos, which discusses transfer policies, promotion, termination, outplace-

ment policy, and the exit interview; (6) "Legal Aspects of Personnel Management in Higher Education," by Michael G. Kaiser and Dwight Greer; (7) "Future Directions and Needs," by Charles E. Finley, which considers trends related to expanding expectations in career development, health care, and humanization of the automated workplace; and (8) "Sources and Information: Personnel Management in Community Colleges," by Theo N. Mabry. (EJV)

ED 300 073 JC 880 489
Lieberman, Janet E., Ed.
Collaborating with High Schools. New Directions for Community Colleges, Number 63.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-882-7
Pub Date—88
Contract—RI-88-062002
Note—119p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
Journal Cit—New Directions for Community Colleges; v16 n3 Fall 1988
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Advanced Placement, *Articulation (Education), College Preparation, *College School Cooperation, *Community Colleges, Dual Enrollment, Educational Responsibility, High Risk Students, *High Schools, Program Descriptions, Two Year Colleges
Designed to encompass multiple perspectives and orientations on community college-high school cooperation, this collection of essays provides a theoretical and historical background to joint programs between colleges and schools and describes a sample of current approaches. The volume includes: (1) "Reconnecting Youth: The New Wave of Reform," by Frank Newman; (2) "History of the High School Connection," by Carol F. Stoel; (3) "Opportunity for All," by James F. Gollattscheck; (4) "Serving High-Risk Adolescents," by Cecilia Cullen and Martin G. Mosel; (5) "Helping Students Learn," by Anne-Marie McCartan; (6) "Reaching Students: Communication from the Community Colleges," by Elizabeth A. Warren; (7) "High School Students in College Courses: Three Programs," by Arthur Richard Greenberg; (8) "New World School of the Arts: Beyond Dual Enrollment," by Katharine Muller; (9) "Enabling Professionalism: The Master Technician Program," by Doris K. Wimmer; and (10) "Merging Multiple Systems: Process and Problems," by Eunice B. Kirkbride. (AYC)

ED 302 297 JC 890 024
Wolf, David B., Ed. Zoglin, Mary Lou, Ed.
External Influences on the Curriculum. New Directions for Community Colleges, Number 64.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-883-5
Pub Date—88
Contract—RI-88-062002
Note—102p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
Journal Cit—New Directions for Community Colleges; v16 n4 Win 1988
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accreditation (Institutions), *College Curriculum, *Community Colleges, *Curriculum Development, Federal Government, Government Role, Influences, Organizational Theories, Philanthropic Foundations, Public Policy, School Business Relationship, State Government, State Legislation, Two Year Colleges, Universities
This collection of articles examines the influences of the state and federal government, the American Association of Community and Junior Colleges (AACJC), universities, accrediting agencies, and other external forces on the community college curriculum. Articles which deal with the role of the government in curriculum development include: "An Interview with Former Congressman O'Hara," by David B. Wolf and Mary Lou Zoglin; "The Federal Imprint," by Terrel H. Bell; "The Gordon Rule: A State Legislator Fulfills His Responsibility," by Jack D. Gordon; "California's $30 Million Course Cuts," by Gerald C. Hayward; and "Curriculum as Public Policy," by Lee R. Kerschner. Additional influences are considered in "The AACJC and Curriculum Reform," by James F. Gollattscheck; "The University Perspective," by John E. Roueche; "Accreditation and Curricular Change," by Howard L. Simmons; "The Kellogg Foundation and Curriculum Reform," by James M. Richmond; and "Business and Education: Partners in Curriculum Development," by David E. Anderson. In "A Case of Incomplete Institutionalization," Marshall W. Meyer reviews several organizational theories to analyze why community colleges, more than any other segment of higher education, are subject to external influences. Finally, Anita Y. Colby reviews ERIC documents and journal articles on curricular influences. (AJL)

ED 304 170 JC 890 085
Banks, Debra Mabry, Theo
Community College Foundations. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-4
Pub Date—Jul 88
Contract—RI88062002
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Donors, Educational Finance, Educational Resources, *Fund Raising, Governance, Organizational Development, Organizational Effectiveness, *Philanthropic Foundations, School Community Relationship, Two Year Colleges
Identifiers—ERIC Digests
Not for profit community college foundations play a major role in overall resource development. Because foundations are legally and organizationally independent of the college, they are able to promote the well-being of the college without the statutory limits imposed by the governing board and staff. Foundation money is not restricted to basic functions and permits colleges to implement programs and services not within their operating budgets. Ties with community leaders can be strengthened through foundations, while alumni and other supporters gain an opportunity to show their appreciation in tangible ways. Four phases in the development of a foundation have been identified as: (1) the development of articles of incorporation and by-laws; (2) the education of the foundation board on the college's programs; (3) the initiation of a large scale community relations campaign; and (4) the planning of fund-raising activities and other events for the coming year. An important measure of the effectiveness of a foundation is the number and amount of donations it solicits. The most effective methods of fund-raising include direct mailings, special events, annual fund campaigns, and other activities. The commitment of the college and foundation administration, however, is the key to the foundation's success. The report includes a list of references. (AJL)

ED 304 195 JC 890 119
Raufman, Lisa Colby, Anita
The Instructional Role of the Two-Year College Learning Resources Center. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-06
Pub Date—Nov 88
Contract—RI88062002
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Libraries, Community Colleges, Computer Assisted Instruction, Computer Literacy, Developmental Studies Programs, Educational Media, *Learning Laboratories, *Learning Resources Centers, *Library Skills, *Remedial Instruction, Two Year Colleges, Users (Information)
Identifiers—ERIC Digests
This Digest reviews ERIC documents and journal articles on the roles currently being played by two-year college learning resources centers (LRCs) in instruction and instructional development. After acknowledging that community college students have different needs for bibliographic instruction than their counterparts at four-year institutions, the paper highlights a self-paced instructional library skills program at Miami-Dade Community College and a one-hour library skills unit incorporated into remedial courses at Kingsborough Community College in New York. The next section provides brief descriptions of LRC-based developmental education, computer literacy, and computer-assisted instruction programs including LRC involvement in telecourses. In the next section, selected programs are featured, illustrating the various functions performed by LRC's in instructional improvement and development. Concluding comments note the range of programs and services within the two-year college LRC's mandate and point to factors that influence their ability to fulfill their mission. (AAC)

ED 304 196 JC 890 120
Cohen, Arthur M.
General Education and the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-07
Pub Date—Dec 88
Contract—RI88062002
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, College Role, Community Colleges, *Core Curriculum, Curriculum Problems, *Educational Objectives, *General Education, Two Year Colleges
Identifiers—ERIC Digests
General education is the process of developing a framework on which to place knowledge stemming from a variety of sources. Its goals are to help students think critically, develop values, understand traditions, respect diverse cultures and opinions, and, most importantly, put that knowledge to use. Even though its goals parallel socially supported values, general education has met with opposition within the academic community. Examples of the problems encountered by general education include the following: (1) it is difficult to measure whether a general education program has fulfilled its goals, since changes in students' actions beyond the institution do not lend themselves to assessment by easily administered and scored examinations; (2) the organizational structure of community colleges, based on the university pattern of academic departments, is antithetical to general education; and (3) universities have not been supportive in granting transfer credit for general education courses. In addition, some educators openly oppose general education requirements, arguing that students with specific and limited educational goals do not have the time for such courses. However, the community college's mission and the characteristics of its students both support arguments favoring general education for all students. To provide common learning, most institutions have developed some type of course distribution list with offerings arrayed under the major headings of science, social science, humanities, and communication. A less widespread approach involves an attenuated list of interdisciplinary courses that fulfill general education requirements. Despite barriers on one hand and the innovative contributions of certain colleges on the other, the prognosis for general education is no better or worse than it has been at any other time in the history of the community college. (AJL)

ED 304 197 JC 890 121
Curry, Jennifer
Institutional Distinctiveness: The Next Item on the Community College Agenda. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-08
Pub Date—Dec 88
Contract—RI88062002

Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Institutional Characteristics, *Public Opinion, *Reputation, *School Community Relationship, *Self Evaluation (Groups), Two Year Colleges
Identifiers—ERIC Digests
In this day of increased competition for students, educators need to know what makes their institution exceptional or how it is perceived as providing something of value that other institutions in the local area do not. Without this information, community colleges will find it difficult to thrive and adapt in the future. Efforts to determine the existence, nature, and strength of an institution's unique aspects must consider both empirical and perceptual dimensions of distinction. The college needs to identify its unique programs, services, and characteristics, and also compare the image that the college projects to the outside world with the perceptions held by internal constituents. The search for institutional distinctiveness can be accomplished by either a college committee or a consultant, with both approaches offering advantages and disadvantages. When integrated with strategic planning and decision-making processes, the results of such a search can contribute to the creation of a vision of the institution that can be shared by all members of the college community, to the development and communication of a positive institutional image, and eventually, to the development of institutional integrity. (AJL)

ED 307 924 JC 890 283
Townsend, Barbara K., Ed.
A Search for Institutional Distinctiveness. New Directions for Community Colleges, Number 65.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-862-2
Pub Date—89
Contract—RI-88-062002
Note—106p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
Journal Cit—New Directions for Community Colleges; v17 n1 Spr 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Attitudes, Community Colleges, Educational Attitudes, *Institutional Advancement, *Institutional Characteristics, Institutional Evaluation, *Marketing, *Reputation, Self Evaluation (Groups), Two Year Colleges
Identifiers—*Institutional Distinctiveness
The essays in this collection argue that community colleges have much to gain by seeking out and maintaining positive recognition of the features that distinguish them from other colleges in the region and state. In addition, the sourcebook contains articles discussing the process of conducting a search for institutional distinctiveness and ways of using the results of that search in marketing and institutional advancement. The collection includes: (1) "Images of Community Colleges for the Twenty-First Century," by Daniel D. Savage; (2) "What Makes the Community College Distinctive," by Joseph N. Hankin; (3) "A Search for Institutional Distinctiveness: Overview of Process and Possibilities," by Barbara K. Townsend; (4) "How to Begin the Search for Institutional Distinctiveness," by Michael B. Quanty; (5) "Getting the Facts, Analyzing the Data, Building the Case for Institutional Distinctiveness," by James L. Ratcliff; (6) "Using What an Institution Learns in the Search for Distinctiveness," by Robert G. Templin, Jr.; (7) "Benefits of Conducting a Search for Institutional Distinctiveness," by Barbara K. Townsend; (8) "Triton College: One Institution's Search for Distinctiveness," by Barbara K. Townsend and James L. Catanzaro; and (9) "Sources and Information: Discovering Institutional Strengths and Limitations," by Glenda K. Childress. (ALB)

ED 307 925 JC 890 284
Bers, Trudy H., Ed.
Using Student Tracking Systems Effectively. New Directions for Community Colleges, Number 66.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-863-0
Pub Date—89
Contract—RI-88-062002
Note—113p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
Journal Cit—New Directions for Community Colleges; v17 n2 Sum 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Admission, Community Colleges, *Educational Counseling, Management Information Systems, *Outcomes of Education, *Student Placement, Student Promotion, Two Year Colleges, Two Year College Students
Identifiers—*Student Flow, *Student Information Systems
This collection of essays discusses some of the general concerns and issues related to tracking the flow of community college students through higher education. The chapters in the volume include: (1) "Tracking Systems and Student Flow," by Trudy H. Bers; (2) "Beyond the College: State Policy Impact on Student Tracking Systems," by Ann Kieffer Bragg; (3) "Keeping Your Admissions Office on Track: A Community College Perspective," by Alison Rutter Barrett; (4) "A Tracking Scheme for Basic Skills Intake Assessment," by Richard A. Voorhees and Sharon Hart; (5) "Computerized Tracking System for Underprepared Students," by Pat Smittle, Michael R. LaVallee, Jr., and William E. Carman; (6) "Tracking and Monitoring Students in Special Groups," by Melvin L. Gay and Costas S. Boukouvalas; (7) "Tracking Students in Community Colleges: The Unreported Challenges," by Trudy H. Bers and Alan M. Rubin; (8) "Student Intentions, Follow-up Studies, and Student Tracking," by Michael R. Stevenson, R. Dan Walleri, and Saundra M. Japely; (9) "LONESTAR: Texas's Voluntary Tracking and Developmental Education Evaluation System," by Stanley I. Adelman, Peter T. Ewell, and John R. Grable; (10) "Computers and Student Flow/Tracking Systems," by Judith W. Leslie; and (11) "Trends and Issues: Student Tracking Systems at Community Colleges," by Jim Palmer. (ALB)

ED 308 920 JC 890 357
Cohen, Arthur M.
The Case for the Community Colleges.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI-88-062002
Note—35p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Associate Degrees, College Role, College Transfer Students, *Community Colleges, *Educational Benefits, Educational History, Educational Mobility, Job Training, *Minority Groups, *Outcomes of Education, *Transfer Programs, Two Year Colleges, *Vocational Education
This paper traces the development of community colleges, analyzes their curricular functions, and discusses their contributions to the American educational system. First, several hypotheses accounting for the rise of the community college in America are summarized, including those pointing to a conspiracy of the elite, a populist alliance, and a clique of professional educators. A profile is then provided of community colleges, their students, and the forces forming the unique character of two-year colleges. The next section looks at occupational studies in the community college curriculum, focusing on two-year college students' job-related educational goals, trends in enrollments and degree awards, charges of ethnic bias in tracking students into occupational programs, high dropout rates, vocational education programs as a stepping stone to the baccalaureate, and the organization of career education as a separate curricular track. The transfer function is discussed in the next section in terms of the lack of reliable data on transfer rates, reasons for the low rates, factors influencing student progress toward the baccalaureate, aids to transfer, and statewide efforts to promote articulation. In the next section, the contributions of the community colleges are reviewed. The final sections look at the rate of return on students' investment in a community college education, college contributions to individual mobility, and the special effects of community colleges on minorities. Includes 46 references. (ALB)

PS

ED 300 122 PS 017 606
Hartman, Jeanette Allison, Comp.
Kindergarten Bibliography.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0023
Note—7p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Kindergarten
This bibliography lists 33 resources on kindergarten and early childhood education which were selected from books and journals published from 1984-1988. Subtopics are noted for each entry. (RJC)

ED 301 360 PS 017 706
Seligson, Michelle Fink, Dale B.
Latchkey Children and School-Age Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-3-1988
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Elementary School Students, *Individual Characteristics, *Latchkey Children, *School Age Day Care
Identifiers—ERIC Digests, *Program Characteristics
This ERIC Digest provides an overview of school-age child care (SACC) programs and suggests reasons for their growth. Discussion points out that escalating interest in SACC has paralleled the raising numbers of children left on their own, and that educators are only the latest in a parade of civic and professional groups which have gone on record as opposing the growing phenomenon of latchkey children and supporting the expansion of child care for school-age children. While research is suggestive rather than conclusive, educators recognize that the way children spend the hours out of school has always been an important aspect of their development. High quality SACC programs provide children with a comfortable environment and a great deal of freedom to move about and choose activities. These programs have a balanced schedule that includes child- and teacher-directed time, as well as opportunities for children to be in large or small groups or concentrate on something by themselves. Ingredients of successful SACC for older children include community service, a chance to earn money, and an understanding of the adolescent's heavy involvement in peer culture. (RH)

ED 301 361 PS 017 707
Genishi, Celia
Young Children's Oral Language Development. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-4-1988

Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Language Acquisition, *Oral Language, *Teacher Role, *Young Children
Identifiers—ERIC Digests

This ERIC Digest presents an overview of the process and mechanics of language development, along with implications for practice. Sections of the discussion focus on: (1) when and how language is learned; (2) oral language components; and (3) nurturing language development. It is argued that teachers can help sustain natural language development by providing environments full of language opportunities. General guidelines for teachers, parents, and other caregivers include: (1) understand that every child's dialect is worthy of respect as a valid system for communication; (2) treat children as if they were conversationalists, even if they are not yet talking; (3) encourage interaction among children; (4) remember that parents, caregivers, teachers, and guardians are the chief resources in language development; and (5) continue to encourage interaction as children come to understand written language. (RH)

ED 301 362 PS 017 708

Griffin, Abbey Fein, Greta

Infant Day Care: The Critical Issues. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS1-1988
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attachment Behavior, *Day Care, Early Childhood Education, *Educational Quality, *Infants, *Outcomes of Education
Identifiers—ERIC Digests, *Infant Care

Discussed in this ERIC Digest are the quality of infant day care and aspects of the debate on infant attachment. Characteristics of current infant day care provisions are reported. Program quality is discussed in terms of: (1) structural features, such as group size, staff-child ratios, caregiver training, equipment, space; (2) dynamic aspects, including experiences and interactions; and (3) contextual features, notably staff stability and turnover, and type of setting. A section on effects of infant care points out that while several studies show that day care may benefit low-income children and have benign, if not beneficial, effects on middle-class children, research findings on sociosemotional development are not unanimous. The concluding section discusses attachment in terms of the controversy about day care for infants under 1 year of age and studies comparing home versus employed mothers. (RH)

ED 301 363 PS 017 709

Jorde-Bloom, Paula

Child Care Directors' Training and Qualifications. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS2-1988
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Qualifications, Administrator Role, *Administrators, *Day Care, Early Childhood Education, *Standards, *Training
Identifiers—ERIC Digests, *State Regulation

This ERIC Digest provides an overview of the competencies needed for effective early childhood center administration and summarizes state regulations governing minimum qualifications of center directors. Specific administrator skills are listed in four topical areas: (1) organization, leadership, and management; (2) child development and early childhood programming; (3) fiscal and legal considerations; and (4) board, parent, and community relations. State regulations governing minimum qualifications are discussed in terms of background qualifications and qualifications related to experience and formal education. Brief remarks on current levels of training and experience of child care directors complete the digest. (RH)

ED 306 083 PS 017 918

Lyman, Lawrence Foyle, Harvey C.

Cooperative Learning Strategies and Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-5
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, *Early Childhood Education, Educational Practices, *Outcomes of Education, *Teaching Methods
Identifiers—ERIC Digests

This ERIC Digest discusses reasons for using cooperative learning approaches in preschool centers and primary school classrooms, ways to implement the strategy, and the long-term benefits for children's education. It is pointed out that early childhood educators can use many of the strategies currently used to encourage cooperation and interaction in older children. Ten basic steps for the successful implementation of cooperative learning activities are listed. (RH)

ED 306 008 PS 017 923

Moran, James D., III

Creativity in Young Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-6
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creativity, Definitions, *Parent Role, *Teacher Role, *Teaching Methods, *Young Children
Identifiers—ERIC Digests

This ERIC Digest explores factors that affect creativity in children and techniques for fostering this quality. The need to study creativity and the definition of creativity within a developmental framework are also discussed. Six ways adults can encourage children's creativity are listed. It is pointed out that adults can encourage creativity by emphasizing the generation and expression of ideas in a non-evaluative framework, and by concentrating on both divergent and convergent thinking. Adults can also try to ensure that children have the opportunity and confidence to take risks, challenge assumptions, and see things in a new way. (RH)

ED 307 967 PS 017 944

Fernie, David

The Nature of Children's Play. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-7
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Childrens Games, *Developmental Stages, Guidelines, Infants, Parent Role, *Play, *Pretend Play, *Sensory Experience, Teacher Role, Toddlers
Identifiers—ERIC Digests

This ERIC Digest discusses children's play and its relationship to developmental growth from infancy to middle childhood. Discussion focuses on: (1) sensorimotor play in which infants and toddlers experiment with bodily sensation, motor movements, objects, and people; (2) pretend play in which children carry out action plans, take on roles, and transform objects as they express their ideas and feelings about the social world; and (3) games with rules which usually involve two or more sides, competition, and agreed-upon criteria for determining a winner. Concluding discussion suggests ways in which educators and other adults can support children's play. (RH)

ED 308 988 PS 018 331

Brown, Patricia Clark

Involving Parents in the Education of Their Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-3
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Guidelines, *Parent Participation, *School Role, *Teacher Role
Identifiers—ERIC Digests

The involvement of parents in the education of their children is briefly discussed. Discussion focuses on ways to involve parents, ways to reach parents, and difficulties in involving parents. It is asserted that the suggestions offered in this ERIC Digest can help teachers involve parents who might not otherwise be involved. While an individual teacher may be able to implement a parent involvement program alone, doing so may be difficult. Program implementation will be facilitated if the school as a whole is committed to a parent involvement program. In addition to facilitating program implementation, administrative staff can offer help and support to teachers. Six references are cited for further reading on the topic. (RH)

ED 308 989 PS 018 332

Shepard, Lorrie A. Smith, Mary Lee

Escalating Kindergarten Curriculum. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-2
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, *Curriculum Problems, Educational Practices, *Grade Repetition, *Kindergarten, Primary Education
Identifiers—*Academic Pressure, ERIC Digests, *Stigma

The increasingly common practice of retaining kindergarten children by enrolling them in alternative programs instead of first grade is briefly discussed in terms of what research says about retention, the social stigma of retention, the escalating kindergarten curriculum, and alternatives to retention. It is argued that the fad to flunk kindergarten children is the product of inappropriate curriculum. Schools with appropriate curriculum and collegial understandings among teachers and principals make retention unnecessary. Once the larger context of curriculum escalation is understood, teachers and principals will have increased incentive to resist the pressures and accountability culture that render more and more children "unready." (RH)

ED 308 990 PS 018 333

Evangelou, Demetra

Mixed-Age Groups in Early Childhood Education. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-4
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Early Childhood Education, Educational Practices, *Elementary School Students, *Grouping (Instructional Purposes), *Preschool Children, *Social Development
Identifiers—ERIC Digests, *Mixed Age Groups
The topic of mixed-age groups in early childhood education is discussed in terms of: (1) advantages of mixed-age classes; (2) social development in mixed-age groups; (3) cognitive development in mixed-age groups; and (4) implications for early childhood education. It is asserted that mixed-age interaction among young children can offer a variety of developmental benefits to all participants. Empirical data on the educational principles that should guide instruction in mixed-age environments are not yet available; however, when available, such data are likely to support the position that mixed-age group interaction can have unique adaptive, facilitating, and enriching effects on children's development. Nine references are cited for further reading. (RH)

ED 308 991 PS 018 334
Katz, Lilian G. And Others
The Case for Mixed-Age Grouping in Early Childhood Education Programs.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—OERI-88-062012
Note—87p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cognitive Development, Cooperative Learning, Day Care, Definitions, *Early Childhood Education, Educational Practices, Elementary Education, *Grouping (Instructional Purposes), Literature Reviews, Peer Teaching, Program Descriptions, *Program Effectiveness, *Social Development, *Teaching Methods
Identifiers—*Mixed Age Groups
The seven brief chapters of this paper advocate mixed-age grouping in schools and child care centers. Discussion defines mixed-age grouping and examines some limitations of single-age grouping. Research findings on social and cognitive aspects of mixed-age grouping are reviewed. Social aspects are discussed by considering in turn the following statements: older children exhibit facilitative leadership, mixed-age grouping promotes prosocial behaviors, children appear to play as freely in mixed-age groups as in same-age groups, self-regulation appears to improve, social participation is heightened for younger children, older children create complex play for younger ones, older children operate well in younger children's zone of proximal development, and younger children allow isolated older children social skills practice. The therapeutic effects of mixed age interaction are also considered. Cognitive aspects are discussed in terms of effective cognitive conflict resulting from peer interaction, complex aspects of cognitive conflict, novices and experts in mixed-age groups, and children's sensitive adjustment of communication for listeners. Additionally, successful multi-age programs and some effective teaching strategies are described, along with peer tutoring and cooperative learning. Concluding materials present recommendations for decision makers in schools and centers for young children. Suggestions for teachers implementing mixed-age grouping are appended. Over 60 references are cited. (RH)

RC

ED 306 072 RC 017 230
Howley, Craig And Others
ERIC for Teachers in Training: An Instructional Package for Professors.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI-88-062016
Note—42p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($10.00).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Databases, *Educational Resources, Elementary Secondary Education, Higher Education, *Information Retrieval, Information Seeking, Information Services, Information Systems, Information Technology, Research Tools, *Teacher Education, *Teacher Education Curriculum
Identifiers—*ERIC
The purpose of this learning packet is to help teacher educators introduce their students to the Educational Resources Information Center (ERIC) system. The packet was prepared with students' papers and projects in mind and is divided into three sections: (1) "ERIC Handbook for Professors of Education: Instructional Materials for Use with Students," which includes a complete lesson plan (goals and objectives, a lecture outline, equipment and materials needed, and suggestions for guiding students' writing; (2) instructional aids (transparency masters and a quiz to help instructors assess students' learning); and (3) masters for making multiple copies of a handbook for students ("ERIC Handbook for Teachers in Training"). Instructors are encouraged to copy the material, which teaches students how to do manual and computer searches for documents available in the ERIC database. (TES/CH)

ED 307 102 RC 017 163
Howley, Craig And Others
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88-062016
Note—85p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25314 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Databases, Information Centers, *Information Retrieval, Information Sources, *Parent Materials, Reference Materials, Research Methodology, Research Skills, Research Tools
Identifiers—*ERIC
This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents descriptions of 35 articles and documents that can be obtained through ERIC. The cited resources are particularly relevant to parents' concerns about meeting children's basic needs, communicating with school staff, helping students learn, and serving as an advisor or advocate. In addition, the guide provides a separate category of ERIC resources for Spanish-speaking parents. For parents with the necessary energy and academic skills, searching the ERIC database will provide information on selected topics. One chapter describes in detail a manual ERIC search. The guide also discusses the theory of computer searching with CD-ROM (compact disc, read-only memory) and lists prerequisite computer skills. Separate sections of the guide examine ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks). ERIC clearinghouses and institutions with complete ERIC collections are listed. (DHP)

ED 308 054 RC 017 154
Sherwood, Tapper
Nontraditional Education in Rural Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-8
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Experimental Colleges, High School Equivalency Programs, Home Schooling, Multicultural Education, *Nontraditional Education, Outdoor Education, *Rural Education
Identifiers—ERIC Digests
Because rural communities have different needs and resources from those found in urban settings, nontraditional education programs provide alternatives to those features of modern mass education that respond primarily to urban needs. This digest looks at a few nontraditional programs and strategies, the problems to which they respond, and the features that make them successful. Rural problems include sparsity of population, motivating minority students toward higher achievement, and meeting the needs of special populations: the handicapped, the gifted, and juvenile offenders. Alternatives examined include setting up free universities in small communities, bilingual and multicultural education programs, rural outdoor education programs, multi-media General Equivalency Diploma (GED) preparation, and home schooling. Generally, the people who create innovative programs are community leaders and parents. Well defined needs, self-starting learners, and cooperation among educational units characterize successful alternative programs. The most important characteristic, however, is that programs be community-based, born of necessity rather than technological expediency. Contains 10 references. (DHP)

ED 308 055 RC 017 155
Escamilla, Kathleen
A Brief History of Bilingual Education in Spanish. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-10
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Education Programs, *Educational History, Elementary Secondary Education, English (Second Language), Language of Instruction, *Mexican American Education
Identifiers—California, Cuba, ERIC Digests, Florida, New Mexico, Texas
This digest provides a history of American bilingual education in Spanish from the late 1950's onward, to help educators serve Mexican American students. From 1958 to 1968 curriculum reforms influenced by the launch of Sputnik combined with an influx of Spanish-speaking immigrants from Cuba to effect development of bilingual programs in south Florida public schools; such programs were copied in other areas. Successful programs in Florida, Texas, New Mexico, and California led to increased federal interest culminating in passage, in 1968, of the Title VII Bilingual Education Act. The 1974 Supreme Court decision, Lau v. Nichols, held that school programs conducted exclusively in English denied equal access to education to students who spoke other languages. In 1982, amendment of Title VII legislation gave school districts more flexibility in implementing bilingual programs and offered Title VII projects the option of using English exclusively. Criticism of bilingual programs mounted in the 1980s, however, accompanied by a movement seeking to make English the official language of the nation. This digest suggests that schools must continue to confront the problem of non-English-speaking students in some constructive way. Contains 9 references. (DHP)

ED 308 056 RC 017 156
Monk, David H.
Using Technology To Improve the Curriculum of Small Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-5
Pub Date—Apr 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Computer Assisted Instruction, *Distance Education, Elementary Secondary Education, Interactive Video, *Programed Instructional Materials, Programed Tutoring, Rural Schools, Teaching Machines, Technology, Telecommunications, Telecourses
Identifiers—ERIC Digests
This digest reviews the promise and drawbacks of computerized learning programs and telecommunication technologies for small rural schools. A critical feature of programmed learning packages can be their stand-alone feature. To the extent that such programs do not require the presence or involvement of a trained on-site teacher, they make it relatively easy to enlarge curricular offerings in small rural schools. Discussion also considers two-way interactive instructional television programs which make it possible to join geographically separated students and teachers. This digest describes an ideal situation in which teachers trained as generalists, managers of instructional resources, use stand-alone computer and television programs to provide detailed subject matter expertise. Realization of this ideal hinges on the ability of the teachers and the quality and nature of their training. Thus, substantial changes would have to occur in how teachers in small rural schools are trained. It is concluded that, although the potential to solve small rural schools' curriculum problems is evident, questions about teacher training and development of instructional programs that substitute for on-site teacher expertise remain. Contains 10 references. (DHP)

ED 308 057 RC 017 157
Olmstead, Kathryn
Touching the Past, Eyeing the Future: Cultural Journalism in the Curriculum of Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-11
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Activities, Cultural Awareness, Cultural Background, *Cultural Education, *Journalism Education, Language Arts, *Student Publications, Writing for Publication, Writing Instruction
Identifiers—Cultural Journalism, ERIC Digests, Foxfire
This digest describes the development of cultural journalism and its place in the contemporary curriculum. In the field of cultural journalism, the traditional skills and values of many different groups are chronicled, defined, for example, by ethnic origin, origin, occupation, or environment. The term "cultural journalism" was first used to describe publications inspired by "Foxfire," a quarterly magazine produced by high school students in rural Georgia. Producing a publicatin such s "Foxfire" teaches not only language arts, but also photography, design, cultural heritage, and business management. The digest examines the forms cultural journalism can take such as courses, magazines, newspapers, or anthologies, as well as videos, tapes, records, and radio and television productions. The scope of cultural journalism is broad, involving students from grade 4 up, many audiences, and subjects from individual family histories to studies of entire states or national groups. Producing such a project provides a practical, tangible reason for students to do academic work. It is concluded that cultural journalism can nurture the mutual appreciation of schools and communities, creating understanding that bridges different ages and cultures. Contains 12 references. (DHP)

ED 308 058 RC 017 158
Howley, Craig B.
The Impact of Rural Industries on the Outcomes of Schooling in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-7
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Production, Economic Development, Educational Trends, Education Work Relationship, Elementary Secondary Education, *Manufacturing Industry, *Mining, *Rural Areas, *Rural Education, Rural Urban Differences, *Socioeconomic Influences
Identifiers—ERIC Digests, *Industry Role
The traditional relationships between rural and urban areas and the changes brought on by specialized rural industries discussed. The digest reviews work that has investigated the impact of farming, manufacturing, and mining on education. The effect of agricultural activity on academic achievement, especially via vocational agriculture programs, has attracted considerable interest. At least one study (Hobbs, 1987) credits vocational agriculture with developing leadership and entrepreneurial skills among students, suggesting a positive effect of a farming economy on school outcomes. Researchers also report that agriculture offers students the opportunity for part-time work, which seems to have a positive effect on grades (Charner & Fraser, 1988). Part-time farming jobs do not, however, appear to influence students' educational aspirations. The farm crisis of the 1980's may bring significant economic changes in agriculture and subsequent effects on school outcomes. Studies of the Relationship between the growth of manufacturing and school outcomes show mixed results, with at least one study (Rosenfeld, Bergman, & Rubin, 1985) associating a net loss in manufacturing jobs with an increase in educational attainment (years in school). The evidence, however, is hardly conclusive. Studies of student achievement in mining-dependent counties in Appalachia show significant differences between Appalachian and non-Appalachian areas. Although more study is needed, data (Bagby et al., 1985; DeYoung, 1985) suggest that mining economies exert a negative influence on student achievement. It is suggested that more study is necessary to better understand the relationships between education and economic development. This digest includes 10 references. (TES)

ED 308 059 RC 017 159
Howley, Craig
Economic Support for Education in Rural School Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-4
Pub Date—Dec 88
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Equity (Finance), Elementary Secondary Education, Federal Aid, Financial Support, Government Role, Resource Allocation, *Rural Areas, *Rural Education, Rural Schools, Rural Urban Differences, School Districts, Socioeconomic Influences, State Aid
Identifiers—ERIC Digests, Rural Culture
This ERIC digest synthesizes research characterizing the economic climate in which rural schools operate and reports on the traditional strategies used to create greater economic support for rural school districts. The benefits of steady urban economic growth have not been shared, generally, by rural areas; this has led to inadequate financial support for rural schools. While state aid may come via foundation programs, rural disparities have been most consistently reduced in states that adopted power equalization programs that guarantee minimum revenues (Jess, 1980). Federal funds help lessen rural discrepancies, but do not close the gap (Orland, 1988). Further, state and federal contributions often are tied to programs that may be difficult for rural districts to implement. Rural schools have been faulted for inefficiency because their per-pupil expenditures were viewed as being too high, leading to the emerging view that rural and small schools are inherently more expensive. To fund and preserve rural schools, some observers have proposed a typology that accounts for diversity among all school districts (Augenblick & Nachtigal, 1985). It is suggested that government equalization initiatives fail because their mandates impose burdens that are out of scale to their benefits. Many educators overcome rural disparity by addressing the social context within which rural schools operate. The common theme in these approaches is that it is impossible for rural schools to deliver the same services in the same ways as other schools, since the economic support and community will necessary to meet expectations may not exist. This digest includes 10 references. (TES)

ED 308 060 RC 017 160
Lukman, Anna Fundis, Ronald
Building Academically Strong Gifted Programs in Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-3
Pub Date—Apr 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Acceleration (Education), *Access to Education, Advanced Students, *Cooperative Programs, Elementary Secondary Education, Institutional Cooperation, Outreach Programs, *Program Development, Rural Areas, *Rural Education, *Rural Schools, Telecommunications
Identifiers—ERIC Digests
This ERIC Digest discusses relevant issues and alternatives for rural school districts trying to develop strong programs for their most academically talented students. Although rural schools are more often constrained by high costs and material shortages than are urban schools, there are opportunities inherent in the lower teacher-student ratios and higher student involvement typical of small rural schools (Nachtigal, 1982). Programs for gifted students should address substantive academic goals, including: (1) bringing students' achievement closer to full potential; (2) ensuring that gifted students in outlying schools are identified and have access to appropriate services; and (3) improving access to advanced courses for talented high school students. Implementing rural gifted programs requires sensitive work with parents, other rural teachers and administrators, and with institutions other than the school district. A stable staff is necessary to assure rural parents and administrators that gifted programs are important and necessary (Howley, Howley, & Pendarvis, 1986). While rural schools often lack resources needed for comprehensive gifted programs, program development is probably best expanded from an academic/acceleration model over

a period of time (Howley, 1986). For elementary students, acceleration can be accomplished within the school through a wide variety of means. Networking with colleagues in a variety of settings can open up new opportunities for teachers and administrators to share resources, develop programs, and improve service delivery. Curriculum can be improved by linking with colleges, laboratories, or performing arts programs through electronic media, computers, and telecommunications networks. This digest offers several resource ideas for rural educators. It contains 10 references. (TES)

ED 308 061 RC 017 161
Strasheim, Lorraine A.
Proficiency-Oriented Foreign Language in the Small High School. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-2
Pub Date—Apr 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Distance Education, High Schools, *Language Proficiency, Language Teachers, Rural Schools, *Second Language Instruction, *Second Language Programs, *Small Schools, State Departments of Education
Identifiers—ERIC Digests
This digest considers the problems of foreign language instruction in small high schools and discusses possible solutions. A critical challenge for American education, pointed out by reform reports of the 1980's, is improvement of instruction in foreign languages to instill language proficiency. These national concerns have been translated into policy at the state level, but studies show that most foreign language students are enrolled in French and Spanish with far fewer studying German, Chinese, Japanese, or Russian, all thought to be good choices for students. Staff availability parallels enrollment patterns. Multi-level classes, the scheduling of two or more levels of a foreign language into a single class period, are common in small schools. This creates problems of additional preparation and discipline for teachers and reduced oral language experiences for students. Suggestions are made for administrators to help teachers handle this difficult situation. Many state education agencies and universities are trying to help small schools offer foreign languages through interactive video courses delivered via satellite or microwave transmission. State education agencies are recommended as resources of technical assistance about foreign language programs in small schools. It is concluded that committed teachers are the vital key to both program development and program effectiveness. This digest contains 10 references. (DHP)

ED 308 062 RC 017 162
Howley, Craig B.
What Is the Effect of Small-Scale Schooling on Student Achievement? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-6
Pub Date—May 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, Performance Factors, Rural Schools, *School District Size, *School Effectiveness, *School Size, *Small Schools, Socioeconomic Status
Identifiers—ERIC Digests, *Small School Districts
This digest reviews recent evidence of the positive effects of small-scale schooling on student achievement. Historically, larger school size has been viewed as an important educational reform producing cost-effectiveness and educational efficiency. Today, small-scale schooling is found primarily in rural areas and small towns. A 1964 study concluded that small high schools offer students greater opportunities to participate in extracurricular activities and exercise leadership roles. A literature study on the subject from 1924 to 1974 showed most investigators focusing on input variables and recommending increases in school size. However, studies that examined student achievement did not recommend increases in school size. More recently, researchers have turned their attention to outcome variables, such as student achievement, and process variables, such as school climate and instructional leadership. When these studies control for socioeconomic status (SES), they tend to confirm a positive effect of small-scale schooling on student achievement. A 1988 study reports that large school and district size negatively affects student achievement in low SES areas, but positively affects it in high SES areas. Unanswered questions, however, include the use of state data, self-report studies, and other methodological considerations. It is concluded that further research can clarify the ways in which small-scale organization enhances the learning of some students, particularly those from low-SES communities. This digest contains 10 references. (DHP)

SE

ED 297 935 SE 049 095
Hill, Johnny
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Classroom Environment, Cognitive Style, Cooperative Education, *Educational Environment, Educational Research, Group Activities, Literature Reviews, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Peer Teaching, *Research Utilization, Secondary Education, *Secondary School Mathematics, Teacher Effectiveness, *Teaching Methods, Tutoring
Identifiers—ERIC Digests, Mathematics Education Research
This document explores teaching and learning of mathematics apart from what mathematics content is being taught. Cooperative learning and peer tutoring are seen as effective alternatives for providing mathematics instruction in secondary schools. The physical and intellectual environments of the classroom are discussed, with special attention paid to learning styles. It is concluded that several variables affect student achievement and attitude. Further, a variation in teaching strategy to include cooperative learning and peer tutoring might be beneficial. Teachers must be aware of how their styles, classroom conditions, student-student interactions, and student-teacher interactions may influence the attainment of educational objectives. (PK)

ED 302 415 SE 050 250
Suydam, Marilyn N., Ed. Kasen, Margaret L., Ed.
Investigations in Mathematics Education, Volume 21, Number 2.
Ohio State Univ., Columbus. Information Reference Center for Science, Mathematics, and Environmental Education.
Pub Date—88
Note—70p.; For previous edition, see ED 296 888.
Available from—SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 (U.S. Subscription $8.00; $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v21 n2 Spr 88
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, Computer Assisted Instruction, Computer Science, *Computer Uses in Education, Educational Research, *Experiential Learning, Longitudinal Studies, *Mathematics Achievement, *Mathematics Anxiety, Mathematics Education, Mathematics Instruction, *Problem Solving, Secondary Education, *Secondary School Mathematics
This publication is an abstracted compilation of 11 investigations. The information includes purpose, rationale, research design and procedures, findings, interpretations, abstractor's comments, previous research, procedure and statistical methods, and further research. Contained within are: (1) "Gender-Based Differential Item Performance in Mathematics Achievement Items"; (2) "The Relationship between Mathematics Anxiety and Achievement Variables"; (3) "A Teaching Strategy for Elementary Algebraic Fractions"; (4) "Resequencing Skills and Concepts in Applied Calculus Using the Computer as a Tool"; (5) "Computer Programming and Logical Reasoning"; (6) "The Influence on Mathematics Test Scores, by Ethnicity and Sex, of Prior Achievement and High School Mathematics Courses"; (7) "Mathematics Achievement as a Function of Language"; (8) "Verbal Clarifying Behaviors, Mathematics Participation, Attitudes"; (9) "The Development of Informal and Formal Mathematical Thinking in Korean and U.S. Children"; (10) "Mathematics Education Research Studies in Journals as Indexed by Current Index to Journals in Education, October-December 1987"; and (11) "Mathematics Education Research Studies Reported in Resources in Education, October-December 1987." (CW)

ED 306 143 SE 050 562
Dessart, Donald J.
A Review and Synthesis of Research in Mathematics Education Reported during 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 89
Note—184p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($12.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—College Mathematics, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Mathematics, Mathematics Anxiety, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Mathematics Teachers, Problem Solving, *Research Needs, Secondary School Mathematics, *Teacher Education
Identifiers—*Mathematics Education Research
This is a narrative review of research in mathematics education reported during 1987. The purpose of this review is to extract from research reports ideas that may prove useful to school practitioners. Major sections are: (1) "Planning for Instruction" (relating historical developments, aides and grades, teaching approaches, problem solving, drill practice, mental computations, and attitudinal factors); (2) "Mathematical Content and Materials"; (3) "Individual Differences, Evaluation, and Learning Theory"; (4) "Teacher Education" (containing research on preservice and inservice teacher education); (5) "College Level Instruction" (considering prominent researchers and teachers, content, learning, prediction of success, word problems, student errors, remediation, computers, anxiety and sex differences); (6) "Research Summaries"; and (7) "Epilogue: Recommendations for Future Research" (identifying 11 problem areas). A total of 288 references are listed. (YP)

ED 307 114 SE 050 560
Ellis, James D., Ed.
Information Technology and Science Education. 1988 AETS Yearbook.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Biological Sciences Curriculum Study, Colorado Springs.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062006
Note—250p.
Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers, Rd., 3rd Floor, Columbus, Ohio 43212 ($12.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—College Science, *Computer Uses in Education, Continuing Education, Elementary School Science, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Instructional Improvement, Laboratory Equipment, *Literature Reviews, *Microcomputers, Models, *Preservice Teacher Education, *Science Education, Science Teachers, Secondary School Science, Staff Development, Teaching Methods, Theory Practice Relationship, Videodisks
Designed to assist science educators in improving preservice/inservice teacher education, this yearbook contains resources and ideas addressing the integration of recent research into a format suitable for practitioners and students. Topics of the papers included in this volume are: (1) applications of microcomputers in science teaching; (2) telecommunications; (3) optical storage systems; (4) computer based learning; (5) the status of hardware and software; (6) a review of research; (7) philosophical and psychological positions; (8) technology in elementary and health education; (9) cooperative learning; (10) the "Voyage of the Mimi" project; (11) implementation theory; (12) staff development; and (13) teacher preparation using technology. A number of specific projects are described in individual papers. Over 300 references are included. (CW)

ED 309 048 SE 050 697
Helgeson, Stanley L.
The Second IEA Science Study: Data Related to Precollege Science in the U.S.A. ERIC/SMEAC Science Education Digest No. 1, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-880-62006
Note—4p.; For other 1988 science digests see SE 050 698-699.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Tests, *Comparative Education, Elementary School Science, Elementary Secondary Education, Grade 5, Grade 9, Grade 12, International Educational Exchange, Process Education, Science and Society, *Science Curriculum, *Science Education, Secondary School Science
Identifiers—*Second International Science Study
In 1986, a total of 11 different populations involving more than 1000 schools and more than 20,000 students participated in the Second IEA Science Study (SISS). This digest discusses findings related to curricular patterns and student outcomes. Ratings were done at grades 5, 9, and 12, to ensure that the achievement tests reflected the science curriculum of the countries involved. The three curricular grids which were designed to follow international guidelines were: traditional science domains; applied/integrated science; and science processes, practical skills, and attitudes. The review of student outcomes compares the 1986 results with earlier tests. These comparisons resulted in mixed findings. (CW)

ED 309 049 SE 050 698
Blosser, Patricia E.
Teaching Problem Solving-Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-880-62006
Note—4p.; For other 1988 science digests see SE 050 697-699.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Biology, Chemistry, *Cognitive Development, Educational Development, Educational Research, *Educational Strategies, Literature Reviews, Physics, *Problem Solving, Science Activities, Science Education, Secondary Education, *Secondary School Science, Teaching Methods, Technology
Problem solving is often identified as a goal of science education. What is considered problem solving varies from teacher to teacher. The ultimate goal of problem-solving education has been identified as a means of helping students develop higher-order thinking skills. This ERIC digest focuses on problem solving in secondary school science as illustrated by research studies found in the literature for 1982-88. The digest discusses: the importance of problem solving instruction; problem solving research in biology, chemistry and physics; and implications of problem solving research for science teachers. Seventeen references are included. (CW)

ED 309 050 SE 050 699
Helgeson, Stanley L.
Microcomputers in the Science Classroom. ERIC/SMEAC Science Education Digest No. 3, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-880-62006
Note—4p.; For other 1988 science digests see SE 050 697-698.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, Computer Simulation, *Computer Uses in Education, Elementary Secondary Education, *Laboratories, *Microcomputers, *Science Activities, Science Curriculum, Science Equipment, Science Experiments, *Science Instruction, Secondary Education, Secondary School Science, Sex Differences, Student Attitudes
This ERIC Digest presents a brief description of some applications and findings of the microcomputer in science classrooms. It is suggested that microcomputer simulations are at least as effective as hands-on experiences for some cognitive outcomes and may in fact enhance these outcomes when the simulations are sequenced to follow hands-on instruction. Skills such as graphing appear to be positively influenced by microcomputer-based experiences, although the apparently critical nature of a delay between the input of data and its corresponding graphic display should be noted. While sex difference in achievement may not have been eliminated by the use of the microcomputer, instances of equal performance have been noted. In the affective domain, both student attitudes and interest seem to be positive regarding the use of microcomputers in science instruction. Includes 10 references. (MVL)

SO

ED 298 072 SO 019 555
Rininger, C. Frederick
Teaching about Religion in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-7
Pub Date—Aug 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Cultural Awareness, Curriculum Enrichment, Instructional Materials, Religion, *Religious Education, Religious Factors, Secondary Education, Social Studies
Identifiers—ERIC Digests
Recently, there has been a movement to put religion and its influence on history back into the social studies curriculum. This ERIC Digest discusses: (1) reasons for including religion in the curriculum; (2) how religion is currently treated in the school curriculum; (3) guidelines for teaching religion in the classroom; and (4) resources available to implement in the curriculum. Religion is an active force in today's world, and for students to understand U.S. history and culture and the schisms in Ireland, the Middle East, and Afghanistan, for example, a thorough comprehension of religion is necessary. Citing the Supreme Court decisions written on Engle v. Vitale (1962) and Abington v. Schempp (1963) to support religion as an integral part of the curriculum, teachers, administrators, and schoolboards are cited as barriers in their efforts to avoid controversy within the community. However, if guidelines are established, teaching religion can be included in the curriculum without public outcry. Some guidelines include the study of religion without practicing, imposing viewpoints, or converting to any particular religion and the infusion of accepted methods and materials while providing a balanced understanding of culture, society, and religion. Resources are available to aid teachers in teaching about religion while staying with the U.S. Supreme Court guidelines. An 11-item reference and ERIC resource list is included. (DJC)

ED 298 073 SO 019 556
Hazik, Phillip A.
Science/Technology/Society in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-8
Pub Date—Sep 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, Critical Thinking, Curriculum Enrichment, Elementary Secondary Education, *Public Affairs Education, *Science and Society, *Social Studies, Technological Literacy
Identifiers—ERIC Digests
The current trend to include the relationships of science and technology to human societies in the social studies curriculum is the focus of this ERIC Digest. The Digest discusses: (1) major themes in education on science/technology/society (STS); (2) the rationale for emphasizing STS in the social studies; and (3) how to include STS in the curriculum. The major themes of STS suggest the compatability of STS with social studies and include worldwide issues such as nuclear power, genetic engineering, and unchecked population growth. Critical thinking skills for making rational decisions about these is-

sues are described as are participation skills in civic action projects. The rationale for the inclusion of STS in the curriculum stresses the need to develop capabilities of synthesizing and applying knowledge from many academic disciplines. STS can be incorporated into the social studies curriculum by infusion into an existing history, geography, or civics course, extending an existing unit of study to include an activity based on a STS issue, or creating a separate course of study that focuses on current social problems and issues. A 10-item reference and ERIC resources list is included. (DJC)

ED 298 076 SO 019 597
Patrick, John J.
Teaching the Bill of Rights. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-9
Pub Date—Oct 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Citizenship Education, Civics, *Civil Liberties, Civil Rights Legislation, Critical Thinking, Curriculum Enrichment, *Educational Assessment, Elementary Secondary Education, Law Related Education, *National Surveys, *Political Attitudes, School Surveys, Secondary School Students, Social Studies
Identifiers—Amendments, *Bill of Rights, Constitutional Processes, ERIC Digests, *United States Constitution

This ERIC Digest on teaching about the Bill of Rights in the schools examines the status, the deficiencies, and means to improve citizenship education. Currently, the Bill of Rights is taught at least four times during the elementary and secondary grades. Constitutional rights and liberties are stressed in K-12 curriculum goals for social studies guides published by local school districts, state departments of education, and the National Assessment for Educational Progress. A thorough understanding of the Bill of Rights is necessary for responsible citizenship, but a variety of surveys of U.S. adults and high school students revealed that they are not retaining important knowledge, values, and attitudes about constitutional rights and liberties. The deficiencies that were noted in these surveys are: (1) ignorance of the content and meaning of the Bill of Rights; (2) civic intolerance in application of constitutional liberties and rights; (3) misunderstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally analyze and judge issues. To improve this educational process, the Digest suggests: (1) teaching core concepts systematically through a rule-example-application strategy; (2) using case studies to teach skills in analyzing and judgment; and (3) establishing and maintaining an open classroom environment so that issues can be discussed. A 15-item reference and ERIC resources list is included. (DJC)

ED 299 222 SO 019 638
Backler, Alan
Teaching Geography in American History. ERIC Trends/Issues, Paper No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—RI88062009
Note—31p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47406 (1-9 copies, $3.50 each; discount on larger quantities).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Fused Curriculum, Geographic Concepts, *Geography, Geography Instruction, High Schools, History Instruction, *Integrated Curriculum, Interdisciplinary Approach, Social Studies, Unified Studies Curriculum, *United States History
Identifiers—ERIC Trends Issues Papers

This ERIC Trends Issues paper highlights the complementary qualities of geography and history and recommends the infusion of geography core themes into high school U.S. history courses. Part 1, "Rationale for Teaching Geography in American History," features information about: (1) overcoming the neglect of geography instruction; (2) finding a suitable place for geography teaching in high school curricula; and (3) the role and needs of geographic education. Part 2, "Guidelines for Selection of Content on Geography in American History," proposes that integration be based on the five geographic themes of location, place, relationships within places, movement, and regions in conjunction with the five historical literacy concepts of: (1) understanding time and chronology; (2) analyzing cause and effect relationships; (3) examining continuity and change; (4) recognizing and participating in a common memory; and (5) developing historical empathy. Cognitive skills that are needed for learning geography and history are also described. Part 3, "Ideas for Lessons on Geography in American History," presents and discusses examples of five U.S. history topics and explains how they can be linked to geographic themes, elements of historical literacy, and cognitive skills. Part 4 offers a summary and curriculum recommendations. A selected bibliography of 14 ERIC resource materials is included. (JHP)

ED 300 336 SO 019 732
Hunter, Kathleen
Heritage Education in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-10
Pub Date—Nov 88
Contract—RI88062009
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Core Curriculum, Curriculum Development, Elementary Secondary Education, *Interdisciplinary Approach, Local History, North American Culture, *Social Studies, State History, United States History
Identifiers—ERIC Digests, *Heritage Education

This ERIC Digest discusses heritage education in terms of: (1) what it is; (2) why it belongs in the core curriculum; (3) how it relates to social studies education; and (4) the qualities of exemplary heritage education programs. Heritage education is defined as an approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources. As part of schools' core curricula, heritage education supports U.S. unity and emphasizes the rich diversity of the U.S. population. The best method of including heritage education in the curriculum is to integrate it into existing curriculum patterns. This digest lists the National Trust for Historic Preservation's (Washington, D.C.) nine qualities of exemplary programs and references, including ERIC resources. (JHP)

ED 301 531 SO 019 764
Hoge, John D.
Civic Education in Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-11
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, *Elementary Schools, Elementary Secondary Education, Law Related Education, Participative Decision Making, Public Affairs Education, *Secondary Schools, Social Studies
Identifiers—ERIC Digests

This ERIC digest discusses civic education in U.S. schools in terms of: (1) its meaning; (2) its place in the curriculum; (3) its effects on learners; and (4) suggested methods of improving it. Civic education involves the development of skills in making decisions about public issues and participating in public affairs and encompasses the preservation of core democratic concepts and values. Civic education has become an established part of social studies curricula and has increased as a result of a national trend toward law-related education (LRE). However, evidence suggests that over one-half of young adults lack the knowledge, attitudes, and skills that lead to responsible citizenship. Improvements in civic education might be achieved through: (1) an increase in the number of courses and time spent on lessons and in the depth and breadth of topics; (2) classroom environments that are conducive to open and free exchanges of ideas; (3) the teaching of public affairs issues in history, government, and LRE classes; (4) increased student participation in extra-curricular activities; (5) less authoritarian school environments; and (6) the use of LRE programs to foster student interaction, to present all facets of public issues, to involve resource persons and school administrators, and to encourage staff development. Seventeen references and ERIC resources are included. (JHP)

ED 301 532 SO 019 765
Patrick, John J.
High School Government Textbooks. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-12
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*High Schools, Social Studies, Textbook Content, *Textbook Evaluation, *Textbooks, Textbook Standards, *United States Government (Course)
Identifiers—*ERIC Digests

Textbooks may indicate the quantity and quality of subject content in a secondary school curriculum. They tend to conform to state departments of education and large local school districts' curriculum guides and to be the dominant instructional medium in high school courses. Examinations of widely-used textbooks may indicate the strengths and weaknesses in these high school classes. This ERIC Digest investigates government textbooks in terms of (1) distinctive characteristics; (2) major weaknesses; (3) criticisms of textbook treatments of the U.S. Constitution; and (4) recommendations for textbook improvements. Publishers produce government textbooks that conform to national curriculum patterns, that are similar in content, style, and format, that are designed for passive learning, and that tend to be visually appealing. Major weaknesses include: (1) superficial and simplistic coverage of material; (2) abstract or lifeless treatment of ideas and events; (3) idealistic and unrealistic presentations of society; (4) fragmentation of subject matter; (5) avoidance of controversial topics; and (6) emphasis on low-level cognition. Recommendations for improving these textbooks include the need to: (1) emphasize the concepts and values of U.S. constitutional democracy; (2) highlight critical issues of constitutional democracy; (3) utilize case studies; and (4) develop critical thinking and decision-making skills. Ten references and ERIC resources are included. (JHP)

ED 302 494 SO 019 602
Stilwell, Neil C.
Teaching about Western Europe: A Resource Guide.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Contract—RI88062009
Note—27p.; For related documents, see ED 284 822 and ED 292 728.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Foreign Countries, *Global Approach, Instructional Improvement, International Studies, Periodicals, Professional Associations, Research and Development Centers, *Resource Materials
Identifiers—Embassies, *Europe (West), *European Studies
This ERIC resource guide of current materials and resources provides assistance for classroom teachers and curriculum writers in the development of educational strategies for teaching about the culture, the history, and the issues confronting the nations of Western Europe. The ERIC resources include abstracts of 13 documents and 14 articles. In addition, commercially published textbooks, supplementary materials, audiovisual materials, simulations, computer software programs, and teacher resources are included, along with ordering information for these items. Also listed as sources for further information are: (1) professional organizations; (2) national resource centers for international studies; (3) national resource centers for Western European studies; (4) universities with Western European studies programs; (5) foundations and special projects; (6) journals and newsletters; and (7) European embassies in Washington, D.C. (DJC)

ED 304 395 SO 019 976
Merryfield, Merry M., Ed.
Lessons from Africa: A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-07-6
Pub Date—89
Contract—RI88062009
Note—94p.; Prepared in association with the Strengthening Social Studies in Africa project, Indiana University, funded by the United States Information Agency. For related document, see ED 290 687.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Area Studies, *Cross Cultural Studies, Cultural Awareness, *Cultural Exchange, Curriculum Guides, Foreign Countries, Instructional Improvement, International Educational Exchange, Junior High Schools, Middle Schools, Resource Units, Secondary School Curriculum, Social Studies, Units of Study
Identifiers—*Africa, African Social Studies Program
Written by 25 African educators from 15 African nations that make up the African Social Studies Programme (ASSP), a Pan-African organization headquartered in Nairobi, Kenya, this document is designed to supplement the sparse material on Africa available in the K-12 curriculum and textbooks in the United States, and these 11 lessons encourage U.S. middle schools to explore, appreciate, and become aware of African culture. The topics of the lessons include: (1) diverse lifestyles; (2) cross-cultural understanding; (3) Ghanaian culture; (4) marriage customs in Liberia, Malawi, and Uganda; (5) Yoruba infant naming ceremonies; (6) cuisine and etiquette in Sierra Leone, Uganda, and Zambia; (7) Swazi culture; (8) family life in Ghana, Tanzania, and Zambia; (9) education in Lesotho; (10) youth employment opportunities in Nigeria; and (11) African perspectives of the United States. Each lesson includes a preview, learning objectives, required resources, teaching procedures, and student activities and exercises. Handouts, drawings, a select bibliography, and lists of U.S. African studies centers, organizations, and publishers are also included. (DJC)

ED 304 396 SO 019 980
Seiter, David M.
Teaching and Learning Economics. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-2
Pub Date—Mar 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Curriculum Enrichment, *Economics Education, *Instructional Improvement, National Surveys, Required Courses, Secondary Education, Secondary School Curriculum, Secondary School Students, Social Studies, Teacher Education
Identifiers—ERIC Digests, Joint Council on Economic Education
This ERIC Digest on economics education discusses: (1) the economic literacy of secondary school students; (2) the improvement of the economic curriculum; (3) the improvement of social studies teachers' training and teaching methods; and (4) the implications of improved economics education. A national survey sponsored by the Joint Council on Economic Education revealed that U.S. high school students tend to be ignorant of such economic concepts as gross national product, inflation, profits, and investment. According to the survey, students who complete an economics course score higher but still exhibit significant deficiencies in economic literacy. To strengthen economic knowledge, mandatory courses focusing on topics and concepts and increased preservice and inservice training in economics education for social studies teachers are recommended. Knowledgeable teachers can effectively teach economics concepts and vary instruction to provide satisfactory understanding of concepts important for responsible citizenship. Students with a solid comprehension of basic concepts perform better as producers, consumers, investors, and voters in public elections. This improved economics education will develop more informed U.S. citizens. (DJC)

ED 304 397 SO 019 981
Morrow, S. Rex
Teaching about India. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-1
Pub Date—Feb 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Education, Curriculum, Developing Nations, Elementary Secondary Education, Foreign Countries, History, *Instruction, *Social Studies, Teaching Methods, Units of Study
Identifiers—Asia (South), ERIC Digests, *India
Although world history and global studies programs in U.S. public schools have expanded in recent years, teaching about India and South Asia has remained insufficient. As a result, students often develop cultural misunderstandings and false stereotypes. India, as a focus of study, provides students with the opportunity to examine an ancient civilization, its advancements, and the continuing struggle for improved conditions of existence in a 20th century developing nation. This ERIC Digest examines: (1) the importance of teaching about India; (2) the placement of teaching about India in the elementary and secondary school curriculums; and (3) strategies for teaching about India. This digest recommends that instruction begin in the elementary grades and continue systematically through secondary school and that curriculum about India include: (1) a chronology of the history; (2) geography and geographical relationships; (3) its relationships with other countries; (4) biographical profiles of leaders; and (5) comparisons of religions. Thirteen references are included. (JHP)

ED 305 325 SO 020 057
Wenos, David
Teaching about Inner Asia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-3
Pub Date—Apr 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Studies, *Curriculum Development, Elementary Secondary Education, Foreign Countries, Instruction, *Social Studies, *Teaching Methods
Identifiers—*Asia (Central), ERIC Digests
This ERIC Digest discusses: (1) reasons for learning about Inner Asia; (2) how to include Inner Asia in the curriculum; and (3) strategies for teaching about Inner Asia. U.S. students have difficulties in interpreting current events that occur in this region, because they lack knowledge of the history, geography, and cultures of Inner Asia. This digest provides a brief description of Inner Asia's characteristics and considers methods of integrating the study of Inner Asia into elementary and secondary school social studies curriculums. Selected teaching strategies include the use of: (1) newspapers; (2) various Asian cultures' comparisons; (3) arts, crafts, music, and literature sources; (4) map exercises; (5) biographical studies of Inner Asian heroes; and (6) classroom instruction on the effects of various political systems, such as communism, socialism, or nationalism, on the peoples of Inner Asia. Fourteen references and ERIC resources are included. (JHP)

ED 307 222 SO 020 118
Harf, James E.
National Security in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-4
Pub Date—Jun 89
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Curriculum Development, High Schools, *History Instruction, Instructional Improvement, International Relations, *National Security, *Political Issues, Political Science, Social Studies
Identifiers—ERIC Digests
Education about national security has always been part of the social studies curriculum in U.S. high schools. But its focus has been simply chronological and episodic with major attention given to war, particularly the decision to enter it and the conduct of U.S. military forces. Little attention has been given to the evolution and structural arrangements of this nation's security, the underlying global and national premises for maintaining security, and the basic context in which security has been achieved. This ERIC digest treats (1) the meaning of national security, (2) the rationale for including it in the curriculum, (3) entry points for its inclusion, (4) the challenges to such education, and (5) the criteria for education about national security. A 14-item bibliography is included. (GEA)

ED 309 132 SO 020 193
Holt, Evelyn R.
Labor Studies in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-5
Pub Date—Jul 89
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Enrichment, *Labor Force, Labor Problems, Labor Relations, Secondary Education, Social Studies
Identifiers—ERIC Digests
Labor studies are often not included or underemphasized in the elementary and secondary school curricula. This ERIC Digest examines major themes of labor studies; inclusion of these themes in the curriculum; likely positive outcomes of labor studies in the curriculum; and available resources for teachers and students. Key historical events, the influence of immigration in the rise of unions, biographical studies of labor leaders, and labor legislation are major themes suggested for inclusion in elementary and secondary curricula. Labor studies can be incorporated in civics classes by discussing the right of citizens to join labor unions; in economics classes by the use of collective bargaining simulations; and in literature and creative writing classes by reading books with labor themes. Positive outcomes of including labor studies in the curriculum are a greater understanding of the contributions of workers, an appreciation of struggles that resulted as workers attempted to secure their rights, and increased knowledge of workers' rights. Sources of information about labor studies are suggested, and a 17-item bibliography of references and ERIC resources is included. (CT)

ED 309 133 SO 020 242
Haas, Mary E.
Teaching Geography in the Elementary School. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-6
Pub Date—Aug 89
Contract—RI88062009
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Educational Objectives, Educational Quality, Elementary Education, *Geographic Concepts, *Geography, *Geography Instruction, *Instructional Improvement, Locational Skills (Social Studies), Map Skills, *Social Studies
Identifiers—ERIC Digests
Geography helps one understand the physical and cultural characteristics of the world. Geographic education provides the values, knowledge, concepts, and skills to better understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world. There is a great need to increase the quantity and quality of geographic education in elementary schools to overcome ignorance of geography. Place names and locations are stressed in elementary geography, as are map and globe skills and the recognition of physical landforms appearing on maps. Teachers promote the study of geography through one or more teaching strategies: personal experiences, textbooks and printed media, and interactive computer software. Most geography is taught as a part of social studies and only a small portion of the day is spent in the study of these subjects. As a result, students' concepts of geography are severely limited and sometimes non-existent. The Guidelines for Geographic Education provide help in the selection of objectives and organization of geographic knowledge for elementary students. Five geographic themes are recommended for study by students at all levels: location, place, human and environment relationships, movement, and regions. Geography instruction is necessary in elementary schools. Geographers, geographic resources, and teachers must meet at state and district-level workshops to improve instruction. Emphasis must be placed upon understanding the context and importance of the five major themes of geographic education. Teachers must be taught to emphasize questioning, analyzing, verifying, and evaluating geographic information. A 10-item bibliography is included. (GEA)

ED 309 134 SO 020 298
Woyach, Robert B.
World History in the Secondary School Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-7
Pub Date—Sep 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Curriculum Design, *Curriculum Problems, *History Instruction, Introductory Courses, Non Western Civilization, Secondary Education, Social History, Western Civilization, *World History
Identifiers—ERIC Digests, Political History
Since 1980, an increasing number of state and local education agencies have reintroduced a world history requirement into their secondary curricula. This ERIC Digest examines five key questions related to that trend. Questions raised, together with some salient points made in the discussion of each, are as follows: (1) What is the background to current debates about curriculum reform in world history? The current confusion about world history courses reflects conflicting curricula traditions and the lack of a uniform image of what world history is or should be. (2) Should teachers emphasize the history of the West or of the world? Although U.S. society is based in the Western experience, citizens no longer live in a world dominated by the West. (3) Should social or political history be emphasized in the curriculum? While the different perspectives of social or political history may lead to divergent approaches, they should be viewed as complementary possibilities for the teacher to explore. (4) Should world history teachers use the survey approach? Major elements of a chronological survey can be treated thematically, but in a chronological order, thus linking together historical periods while encouraging historical thinking skills. (5) Should world history be taught in a single year? A multi-year world history sequence is an ideal, but it may be difficult to implement. A list of nine references on issues related to the world history curriculum concludes the digest. (PPB)

ED 309 135 SO 020 330
Kirby, Kathleen
Community Service and Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-8
Pub Date—Oct 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Community Action, Community Involvement, Community Programs, Community Responsibility, *Community Services, Humanitarianism, Public Affairs Education, *Public Service, School Community Relationship, Social Responsibility, Social Services, *Student Participation, *Student Volunteers
Identifiers—ERIC Digests
Community service is a voluntary contribution to the commonweal that teaches valuable lessons about the responsibilities of citizenship in a free society. Vital services are provided through thousands of organizations created to meet needs not otherwise provided for by government. Participation in these community service projects help create a sense of concern for the public good and a commitment to voluntarism so essential to the future of the United States. Students at every level of school can participate in these projects and thus learn many social studies skills, including data gathering, critical thinking, and decision making. Community service programs also teach civic participation processes and skills, including group interaction, leadership, cooperation, and political influence. Service activities build positive bonds between youth and the institutions of our society and strengthen student academic performance and self-esteem. Service brings together students from diverse ethnic, racial, and socioeconomic groups. Fourteen characteristics of exemplary community service programs are cited, including the principles that: (1) community service must meet genuine needs; (2) it must have real consequences; and (3) it must require significant personal responsibility and decision making. Five nationally recognized school-based programs are given as examples of ongoing community service programs that teachers and curriculum specialists might study. A 13-item bibliography is included. (JB)

SP

ED 301 535 SP 030 598
Middleton, Ernest J., Ed. Mason, Emanuel J., Ed.
Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the National Invitational Conference (Lexington, Kentucky, March 29-April 1, 1987).
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8403-4733-2
Pub Date—88
Contract—400-86-0033
Note—138p.
Available from—ERIC Clearinghouse on Teacher Education, Suite 610, One Dupont Circle, Washington, DC 20036 ($17.95).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Higher Education, *Minority Group Teachers, Preservice Teacher Education, Program Development, Program Evaluation, *School Holding Power, *Schools of Education, *Student Recruitment, *Teacher Education Programs
Presentations at this conference focused on the following topics: (1) the recruitment and retention of minorities in teacher education; (2) history and social psychology of the issue; (3) futuristic views and minority participation in the 1990s; (4) comparison of teacher education programs in traditionally black and white institutions; (5) profiles of existing programs; (6) recruitment/marketing strategies for minorities in teacher education; (7) group problem solving and the task before us; (8) a model for recruitment and retention of minority students in teacher education; and (9) planning for the future: a national perspective. A list of participants is included as well as summaries of work group discussions. (JD)

ED 304 444 SP 031 011
National Board for Professional Teaching Standards. ERIC Digest 88-6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Quality, Higher Education, National Programs, Professional Recognition, *Standards, *Teacher Certification, Teacher Education,

Teacher Effectiveness, Testing
Identifiers—ERIC Digests, *National Board for Professional Teaching Standards
The National Board for Professional Teaching Standards (NBPTS), a private, nonprofit body, was established in 1987 to address the need for uniform teaching criteria and improved methods for gauging how well such standards are met. The NBPTS is comprised of 63 members who are teachers (the majority), school administrators, local board members, state governors (past and present), teacher educators, children's advocates, and business leaders. The board expects to issue its first teacher certificates in 1993. This digest discusses why such a board is necessary, how it will achieve its goals, and what impact it is expected to make. References available from the ERIC database are included. (JD)

TM

ED 302 556 TM 012 543
Eisenberg, Thomas E. Rudner, Lawrence M.
State Testing of Teachers: A Summary of Current Practices. ERIC Digest No. 1.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Contract—RI88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Higher Education, *Licensing Examinations (Professions), Scores, State Norms, *State Programs, State Standards, *Teacher Certification, Teacher Education, *Testing Programs
Identifiers—Fact Sheets, *Teacher Competency Testing
A brief overview of the status of state programs designed to assess teacher competency is provided. Tests commonly used by states include tests of persons who apply to educational programs (admissions tests) and tests for graduates of teacher education programs (certification tests). Admissions tests are used by 24 states, while certification tests are used by 36 states. Most states rely on nationally developed tests, rather than designing tests of their own. Admissions tests help states screen people before they enroll in teacher education programs. Certification tests assess basic skills, professional skills, and subject knowledge. Tabulated data arranged by state (all 50 states, excluding the District of Columbia) on the current status of admissions and certification testing are included. (TJH)

ED 302 557 TM 012 544
Rudner, Lawrence M. Dorko, Kathryn
Finding Information about Standardized Tests. ERIC Digest No. 2.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—RI88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Annotated Bibliographies, *Aptitude Tests, Books, Educational Testing, *Information Retrieval, *Online Systems, *Standardized Tests, *Test Reviews
Identifiers—ERIC Digests
An annotated list of 11 books, guides, and online information retrieval systems that describe available standardized aptitude and achievement tests, test reviews, databases, and other sources of testing information is provided. The list is designed to help in the identification of useful standardized tests. (TJH)

ED 302 558 TM 012 545
Boyd, Ronald T. C.
Improving Your Test-Taking Skills. ERIC Digest Number 101.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Essay Tests, High Schools, *High School Students, Multiple Choice Tests, Student Behavior, *Study Skills, *Test Coaching, Test Wiseness
Identifiers—ERIC Digests
Techniques to enable high school students to improve their test performance are briefly outlined. The techniques cover pre-test preparation, strategies for use during test administration, and special skills for multiple-choice and essay tests. An advantage of students practicing their test-taking skills is that it will help them manage the anxiety that often accompanies tests. Good test-taking skills also help ensure that students' test scores reflect what they actually know. (TJH)

ED 302 559 TM 012 546
Eisenberg, Thomas E. Rudner, Lawrence M.
Explaining Test Results to Parents. ERIC Digest Number 102.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062003
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Grade Equivalent Scores, *Parent School Relationship, *Scores, *Standardized Tests, *Teacher Role, *Test Interpretation, *Test Results
Identifiers—ERIC Digests, Percentile Ranks
Guidelines for explaining standardized test results to parents of students are provided. More specifically, the guidelines cover rationales for testing, the various types of scores and their meanings, and means of interpreting scores. Scores covered include stanine scores, percentile scores, and grade-level equivalent scores. The importance to parents of learning who else takes the same test(s) as do their children is also considered. Test results provide teachers and parents with a powerful way of checking whether their students and children, respectively, are working to their full potential. A short bibliography is included. (TJH)

ED 307 320 TM 013 462
Rudner, Lawrence M. Wise, Lauress L.
ERIC/TM--A Growing Resource.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88-062003
Note—27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bibliographic Databases, *Clearinghouses, Database Management Systems, Database Producers, *Databases, *Documentation, Educational Research, *Educational Resources, Information Services, *Information Systems, Research Tools, Resource Centers
Identifiers—*ERIC Clearinghouse on Tests Measurement Evaluation
The Educational Resources Information Center (ERIC) is one of the major bibliographic databases in the world. The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) contributes to this database by acquiring, selecting, and processing documents pertaining to all aspects of testing, evaluation, and learning theory. The ERIC/TM has become a vital resource within its area of expertise. The scope of the ERIC/TM includes tests and other measurement devices, and documents that discuss such instruments; methodology of measurement and evaluation; evaluation of programs, projects, and procedures; research design and methodology; human development; and learning theory. Improvements needed by the ERIC system are: (1) serving a wider audience within the educational community; (2) expanding dissemination activities for this audience; (3) collaborating more closely with existing systems and networks; and (4) controlling quality. Recent improvements to the ERIC/TM have been in the areas of improved document acquisition and processing; better quality and more relevant products; and improved dissemination of information. The ERIC/TM is establishing a structure to make all these activities possible; the cooperation and involvement of the measurement community is essential. (SLD)

ED 307 335 TM 013 513
Eisenberg, Thomas E.
An Evaluation of ERIC/TM's Review Process.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88-062003
Note—26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bibliographic Databases, *Clearinghouses, Databases, *Documentation, Educational Assessment, *Educational Research, Educational Resources, Evaluation Criteria, *Evaluation Methods, Evaluation Research, *Information Systems
Identifiers—*ERIC Clearinghouse on Tests Measurement Evaluation
An assessment of the review process for selection of documents for inclusion in the Clearinghouse on Tests, Measurement, and Evaluation of the Educational Research Information Center (ERIC/TM) is presented. The review process is used to cull irrelevant or technically flawed material from the over 1,500 acquired documents. The clearinghouse, which is one of the 16 specialized clearinghouses in the ERIC system, acquires, selects, processes, and announces approximately 750 published articles and 800 unpublished documents each year. To date, approximately 14% of the reviewed documents have been rejected and 38% transferred to other clearinghouses. Major review criteria include relevance and timeliness, methodology, and effectiveness of presentation. This study was conducted during November and December of 1988; 17 measurement specialists acted as external reviewers of the ERIC/TM review process. Thirty documents were selected from among those reviewed previously by the clearinghouse; 20 of these were randomly selected from a group of documents that had been accepted since June 1988. In addition, 10 documents rejected since August 1988 were selected. The agreement rates between ERIC/TM and the external reviewers suggest that ERIC/TM is reviewing and accepting documents in a manner consistent with the expectations of the educational community. The ERIC/TM Document Review Form and an outline of review criteria are appended. (TJH)

UD

ED 298 213 UD 026 346
Ascher, Carol
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 88
Contract—RI-88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Administrative Problems, Compensatory Education, Curriculum Problems, *Economically Disadvantaged, Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, *Extended School Year, Parent Influence, Remedial Programs, Secondary School Students, Summer Programs, *Summer Schools, Supplementary Education, Teacher Effectiveness, Urban Schools, *Year Round Schools
Recent research shows no significant educational benefits from providing summer schools, extended school years, or year-round schooling to disadvantaged students. However, the severe educational difficulties faced by these students, combined with the many practical reasons for deviating from the traditional school year, are strong reasons why educators continue to hope for improvements in student achievement from these programs. While it is unfair to expect such improvements without a clear picture of how students learn over time, it is also clear that the programs themselves are in need of improvement. Program management problems associated with summer school include the following: (1) short duration; (2) loose organization; (3) little time for advance planning; (4) low academic expectations; (5) emphasis on "fun"; (6) discontinuity between the curriculum of the regular year and summer school; (7) time lost to establishment of teacher-student relationships; (8) teacher fatigue; (9) low attendance rate; and (10) homogeneous classes. Problems associated with year-round schooling include the following: (1) curriculum changes when schools switch from 9-month to year-round; (2) lack of support and assistance to teachers in adapting to the change; (3) insufficient provision for teacher fatigue; (4) administrative complexity of staggered schedules in secondary schools; and (5) parent objections. Additional research is needed on both student learning and the effects of various program components. A list of 10 references is included. (Author/FMW)

ED 300 484 UD 026 466
Archer, Carol
Improving the School-Home Connection for Poor and Minority Urban Students. ERIC/CUE Trends and Issues Series, Number 8.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0015
Note—27p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Resources, *Economically Disadvantaged, Elementary Secondary Education, Family Environment, *Minority Groups, Parent Attitudes, Parent Child Relationship, Parent Grievances, Parent Influence, Parent Participation, *Parent Role, *Parents, *Parent School Relationship, *Urban Schools
The resurgence of interest in parent involvement in education comes at a time when the traditional roles of both the school and the family are under great stress. The contemporary concept of parent involvement refers to parents initiating learning activities at home to improve their children's performance at school. Used most broadly, parent involvement includes all the ways in which home life socializes children for school. Underlying all definitions is the need for continuity between the home and the school. Poor and minority parents have complained that the schools are not run to benefit their children; educators complain that the parents of those students who tend to be the lowest achievers are so burdened by their own lives that they are of little help. Efforts must be made to decrease parent alienation and to strengthen the parent school relationship. Some analysts suggest that the home and the school must be supported by wider cooperative arrangements with community organizations. A four-page list of references is included. (FMW)

ED 304 497 UD 026 674
Archer, Carol
Urban School/Community Collaboratives: Making Them Work Well. ERIC/CUE Digest No. 45.
Academy for Educational Development, Inc., New York, N.Y.; ERIC Clearinghouse on Urban Education, New York, N.Y.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Role, Community Support, Cooperative Planning, *Cooperative Programs, Educational Improvement, Politics of Education, Program Descriptions, *School Community Relationship, *School Role, *Urban Areas, *Urban Schools
Identifiers—*Collaboratives, Partnerships
This paper summarizes the major points raised at a conference on "School/Community Collaboratives: Policy Implications for Urban Education" held in New York City (New York) on May 12-13, 1988. Schools or school districts have successfully collaborated with businesses, unions, schools of higher education, hospitals, youth agencies, community organizations, and local governments to solve mutual problems. Collaborative goals may be categorized as either school improvement goals, such as decreasing the dropout rate, or fundamental change goals, such as obtaining a greater voice for the minority poor served by the schools. Participation in collaboratives may be described as either open, small group, or ritualized. Aspects of successful collaboratives include the following: (1) commitment; (2) clarity about roles; (3) training; (4) incentives for institutionalization; and (5) evaluation. Since collaboratives can provide powerful support for many types of intervention, it is ultimately up to educators to decide which interventions are most effective, and then to create appropriate collaboratives to implement them. However, independent public school improvement is needed to sustain the interest and support of the participating community groups. (FMW)

ED 304 498 UD 026 675
Archer, Carol
Grade Retention: Making the Decision. ERIC/CUE Digest No. 46.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Black Students, *Curriculum Development, Elementary Secondary Education, Equal Education, *Ethnic Groups, *Grade Repetition, Hispanic Americans, Literature Reviews, Minority Group Children, Nontraditional Education, Potential Dropouts, *Student Characteristics, *Student Promotion
Decisions about whether to promote a student should be made on a variety of both academic and social grounds, and the curriculum should be restructured to meet the student's needs if retention is chosen. As with other academic/punitive measures, poor Blacks and Hispanics tend to be retained disproportionate to their numbers because minorities are likely to be perceived as low-achieving and/or troublesome students. Negative effects of retention include the following: (1) no short- or long-term improvement in academic achievement; (2) stigma; (3) low self-esteem; (4) lack of interest in extracurricular activities; (5) waning motivation; and (6) increased chance of dropping out at a later age. Retention has been found to be beneficial when used with immature elementary students in the early grades, who are not opposed to being retained, and whose parents support the decision. Student characteristics to consider in determining retention include the following: (1) chronological age; (2) present grade; (3) knowledge of English; (4) previous retentions; (5) age/grade difference between siblings; (6) estimate of intelligence; (7) history of learning disabilities; and (8) attitude toward retention. Effective curricula for students who have failed include the following: (1) promotion with remedial instruction; (2) transitional classes with other failed or at-risk students; (3) retention with remediation; (4) partial promotion and summer school; and (5) special education. A list of 14 references is included. (FMW)

ED 306 326 UD 026 729
Archer, Carol
The Mentoring of Disadvantaged Youth. ERIC/CUE Digest No. 47.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Counseling, *Disadvantaged Youth, *Mentors, Program Development, Program Effectiveness, Psychological Needs, Role Models, Socialization, Trust (Psychology), *Youth Programs
Identifiers—*Adult Child Relationship, ERIC Digests
Planned mentoring programs, which purposefully link disadvantaged youth with someone older and more experienced, have become a popular means of providing adolescents with adult contacts, counselors, and role models. Mentoring programs vary widely in their objectives, and in the duration, frequency, and intensity of the planned relationship. The quality of mentoring relationships differs enormously. Mentors help compensate for inadequate or dysfunctional socialization or give psychological support for new attitudes and behaviors, while they at the same time create opportunities to move successfully in new arenas of education, work, and social life. Mentoring includes both psychosocial and instrumental aspects. Successful mentoring generally occurs when the older individual is not removed from the mentee by a great social distance; but matching mentors and mentees of the same social class and gender is not the only way to close social distance. Sensitive support, timely contacts, and other appropriate resources are the key factors. Trust is a critical aspect of the mentor-mentee relationship. It is likely that the bonds between natural mentors and mentees are stronger. Planned mentoring is a modest intervention: its power to substitute for missing adults in the lives of youth is limited. Nor can it serve all who need it. Still, it can improve the social chances of some adolescents by leading them to new resources and providing them with much-needed support. (BJV)

ED 306 327 UD 026 730
Webb, Michael Bunten, Paul
Promotion Policies in the Urban High School. ERIC/CUE Digest No. 48.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, *Competency Based Education, *Educational Policy, Equal Education, Grade Repetition, *Graduation Requirements, *High Schools, Policy Formation, *Student Promotion, Track System (Education), Urban Education, *Urban Schools
Identifiers—ERIC Digests, Social Promotion
A school's promotion policy is an integral component of its overall educational policy. In conjunction with achievement goals, it defines the levels of performance that permit students to move through grade levels and to graduate. This digest reviews the various promotion policies and practices in current use by secondary schools, particularly those in urban areas. The following strategies are commonly used by high schools to move students toward grad-

uation: (1) social promotion; (2) tracking; and (3) merit promotion. More than 40 states--and most urban school districts--have implemented minimum competency criteria for high school education. But competency-based promotion, which relies upon a committed and aggressive administration, may have created a new class of dropouts in school districts where it has been adopted. Grade retention and compulsory summer school appear to be the most common alternatives to promotion. However, grade retention is expensive and may be racially and socioeconomically biased. Many urban school districts require the completion of a minimum number of credits, including certain prescribed courses and sometimes electives, as a condition for the award of a high school diploma. Districts vary in their policies regarding special needs students who are not able to meet the minimum requirements for graduation, including students in special or vocational education. Six issues to be considered while assessing and developing promotional policies are identified. A six-item list of references is included. (BJV)

ED 306 328 UD 026 731
Schwartz, Wendy
More Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 49.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Adjustment (to Environment), *Blacks, Black Youth, Book Reviews, Civil Liberties, Elementary Secondary Education, Ethics, Ethnic Bias, *Immigrants, Interpersonal Communication, *Males, Minority Groups, *Racial Bias, Racial Discrimination, *School Business Relationship, Social Cognition, *Urban Education, Urban Population, Urban Problems, Youth Problems
This document reviews the following books on urban and minority education: (1) "Communicating Racism: Ethnic Prejudice in Thought and Talk" (Teun A. van Dijk), which discusses the ways that prejudice and negative stereotypes are conveyed in discourse and then socially reproduced in everyday thought, talk, and action; (2) "American Business and the Public School: Case Studies of Corporate Involvement in Public Education" (Marsha Lavine and Roberta Trachtman, Eds.), which presents case studies that provide a good cross-section of local environments, school agendas, and business efforts that can define and help determine the success of the school-business relationship; (3) "Human Rights and Education" (Norma Bernstein Tarrow, Ed.), which contains 13 essays that address both the universal right to be educated, and education abut human rights; (4) "Young, Black, and Male in America: An Endangered Species" (Jewell Taylor Gibbs, Ed.), which contains essays discussing the social and economic plights that beset young, black, mostly urban males; and (5) "Urban Ethnicity in the United States: New Immigrants and Old Minorities" (Lionel Maldonaldo and Joan Moore, Eds.), which contains essays that describe the new immigrant population, indicate how the population has been integrated into existing American society, and assess the impact of new immigrants on institutions and on the areas where they locate. (BJV)

ED 306 329 UD 026 732
Ascher, Carol
Southeast Asian Adolescents: Identity and Adjustment. ERIC/CUE Digest No. 51.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Acculturation, *Adjustment (to Environment), *Adolescents, Asian Americans, Bilingual Teachers, Ethnic Bias, *Ethnicity, Limited English Speaking, Parent Participation, Peer Influence, Psychological Needs, *Refugees, *Stress Variables, Youth Problems
Identifiers—ERIC Digests, *Immigration Impact, *Southeast Asians, United States
This digest reviews the issues of identity and adjustment faced by adolescent Southeast Asian refugees in the United States. Most teenagers from all the Southeast Asian ethnic groups have adopted the dress, hairstyles, and manners of American teenagers, yet their ethnic identity remains strong and specific. This is particularly true for refugees who arrived in the United States as adolescents; they rarely make friends with American students, and have few cross-ethnic friendships with other Southeast Asians. Refugee teenagers are operating out of the following often conflicting identity systems: (1) Southeast Asian; (2) American; (3) refugee; and (4) adolescent. Refugees who migrated after the age of 11 have suffered particular stress. Despite their reputation for having positive attitudes toward education, not all Southeast Asians are excelling academically, because of both school-induced problems and discipline problems. The significant influx of Asian immigrants and refugees over the past decade has led to anti-Asian sentiments, and even acts of violence. Peer pressure on immigrant students is even greater than on the American-born, but school counselors and teachers can help. Parent involvement is also helpful, but it requires bilingual personnel. Refugee adolescents often manifest problems in typically American ways, but the underlying causes of their problems are rooted in their pre-immigration, migration, and post-migration experiences. The stress of their adjustment continues to be great long after their survival needs are met. A 10-item list of references is included. (BJV)

ED 306 337 UD 026 750
Second-Chance Opportunities for Hispanic Dropouts. ERIC/CUE Digest No. 50.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Programs, Disadvantaged Youth, *Dropouts, Economic Opportunities, Education Work Relationship, *Employment Opportunities, Family Financial Resources, *High Risk Persons, *Hispanic Americans, *Job Training, Limited English Speaking, Nontraditional Education, Social Services, Urban Problems, Work Experience Programs, Youth Employment
Identifiers—Job Training Partnership Act 1982
Hispanic-American dropouts are a population seriously at risk socially and economically in the United States. A recent study by the Hispanic Policy Development Project (HPDP), "Too Late to Patch: Reconsidering Second-Chance Opportunities for Hispanic and Other Dropouts," suggests a number of programs that can benefit the 1.8 million Hispanic youths between the ages of 16 and 24 who have left school without adequate preparation for entry into the workforce. This digest summarizes that study. The HPDP study finds that Hispanic dropout populations are concentrated in inner cities, where unskilled labor opportunities are declining, and that language problems and preparedness to accept underemployment further complicate the problem. Many second-chance job training programs, such as the Job Partnership Training Act of 1983, are underfunded and over-restrictive; enriched, long-term employment programs, on the other hand, have been found to succeed. "Too Late to Patch" recommends the following strategies to address the special training needs of Hispanic dropouts: (1) programs for adults with families; (2) youth programs for recent dropouts; (3) work study programs; (4) immigrant programs; and (5) programs for parents. Changes in the kinds of jobs available to Hispanic American youth can be effected through the following initiatives: (1) government programs; (2) job ladder programs; (3) public works programs; (4) entrepreneurship programs; and (5) job improvement. (AF)

ED 306 338 UD 026 753
Ascher, Carol Flaxman, Erwin
The Delivery and Organization of Compensatory Education. Trends and Issues No. 9.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—18p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education, *Delivery Systems, *Educationally Disadvantaged, Elementary Education, *Elementary School Students, Federal Programs, Literature Reviews, Outcomes of Education, Program Design, Program Evaluation, Remedial Instruction
Identifiers—*Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I
Recent evaluations of federal compensatory education programs funded by the Elementary and Secondary Education Act of 1965, Title I, and maintained by the Education Consolidation and Improvement Act of 1981, Chapter 1, point to qualified effectiveness in the targeting of services, program structures, and classroom arrangements for increasing the academic achievement of educationally disadvantaged students. The poverty status of the school should be considered as the first criterion for targeting services and then students' achievement, although most districts further target resources to elementary school students. The smaller class size used in compensatory education classrooms has been strongly linked to increased achievement, but the effectiveness of the extended periods of compensatory instructional time are less certain. The homogeneous grouping employed in instructional groups is considered detrimental to low-ability students; cooperative learning techniques can be more effective. Evaluations of both Title I and Chapter 1 services demonstrate that the academic achievement of participants in Title I and Chapter 1 programs improved, but the gap between compensatory education students and regular students widened with grade level. Suggested policy changes in Chapter 1 include the following: (1) concentrate and sustain funding in fewer schools in the poorest neighborhoods; (2) permit school-based allocation of funding; and (3) incorporate services more fully into the overall instructional program and keep students in smaller regular classrooms. A list of 17 references is appended. (FMW)

ED 306 339 UD 026 754
Ascher, Carol
Urban School-Community Alliances. Trends and Issues No. 10.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—30p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agency Cooperation, College School Cooperation, *Community Cooperation, *Cooperative Planning, Cooperative Programs, *Educational Cooperation, Elementary Secondary Education, Higher Education, Institutional Cooperation, Literature Reviews, Parent School Relationship, Program Descriptions, *School Business Relationship, *School Community Relationship
Identifiers—Academic Alliances, Boston Compact, *Collaboratives, High School Academies, National Alliance of Business, *Partnerships, Project EQuality
Collaborations between urban schools and businesses, community agencies, cultural institutions, and universities have become a popular way to im-

prove public education. Motives for collaborating include the following: (1) schools with a largely disadvantaged population need powerful, vocal support groups; (2) businesses need a highly educated and skilled workforce; (3) health and social service agencies need to connect with clients; (4) arts and cultural institutions need to widen their audiences; and (5) universities and colleges need students with appropriate skills and knowledge demanded by post-secondary education. Collaboratives can be comprised of entire educational systems or single-schools. Individual organizations or coalitions can represent the community side of the collaboration. Many are student-focused. The Boston Compact and the Rochester Education Initiative are examples of multi-institutional collaboration with an entire district. Umbrella organizations have also developed to advocate, initiate, coordinate, direct, and evaluate collaboratives. Principles of successful collaboratives include the following: (1) commitment; (2) egalitarian decision-making; (3) clarity about roles; (4) clarity and flexibility about methods and goals; and (5) ability to bridge institutional cultures. Problems encountered in collaboration include accountability, funding, and equitable distribution of resources. A number of serious policy questions require further research. A list of 49 references is appended. (FMW)

ED 306 346 UD 026 763
Passow, A. Harry
Curriculum and Instruction in Chapter 1 Programs: A Look Back and A Look Ahead.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[89]
Contract—OERI-RI88062013
Note—52p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Environment, *Compensatory Education, *Curriculum Design, Curriculum Development, *Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, Program Design, Relevance (Education), Remedial Instruction, *Teaching Methods
Identifiers—*Education Consolidation Improvement Act Chapter 1
This document reviews the history of compensatory education programs under the Education Consolidation and Improvement Act (Chapter 1), assesses the programs' current status, and speculates on their future paths. Part 1 is a historical review of compensatory education, identifying strategies, programs and services provided, ways it has been evaluated, and the target population it has served. Part 2 discusses the following instructional strategies used in compensatory education programs: (1) pull-out programs; (2) add-on programs; (3) in-class programs; and (4) replacement programs. Problems of instructional coherence are identified. The history of compensatory education has been essentially one of curriculum differentiation rather than pedagogical differentiation. Part 3 addresses issues pertaining to the curriculum, including the coordination of regular and compensatory education classes, and curricula to improve cognitive development; and reading, mathematics, and thinking skills. Part 4 addresses the following topics pertaining to teachers, teaching, and classroom environment: (1) active instruction; (2) relevance; (3) bilingualism and language instruction; (4) cultural pluralism; (5) classroom organization; (6) nurturing the gifted; (7) student grouping; (8) parent involvement; and (9) accelerated schools for at-risk students. Part 5 is a summary. Chapter 1 programs and services consist mostly of pullout programs for remedial reading and mathematics, but they by no means comprise the whole of the nation's compensatory education efforts. A 24-item list of references is included. (BJV)

ED 308 257 UD 026 802
Flaxman, Erwin And Others
Youth Mentoring: Programs and Practices. Urban Diversity Series No. 97.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—76p.; For related document, see UD 026 900.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescents, Counseling, *Disadvantaged Youth, Guidance, *High Risk Persons, Interpersonal Relationship, Intervention, *Mentors, Modeling (Psychology), *Persistence, *Role Models, Significant Others, Social Development, Young Adults
Identifiers—*Protege Mentor Relationship
This paper analyzes the literature on mentoring for adult and youth populations for the following purposes: (1) to apply issues and concerns found in the literature to mentoring programs for disadvantaged and tenacious youth; and (2) to establish assumptions and program principles beyond the considerations of the existing literature. Chapter I, "The Basis and Functions of Planned Mentoring," distinguishes between natural (non-parental, unstructured) and planned (formal, programmatic) mentoring and examines the psychological bases of the mentoring process as well as the social values inherent in mentoring programs. Chapter II, "Mentoring in Organizations," describes natural and planned mentoring in the forum where they first became popular, and explores the shortcomings and benefits of their application to youth mentoring. Chapter III, "Planned Mentoring for Tenacious and Other Youth," discusses formal mentoring programs for disadvantaged youth and explores such issues as program organization and mentor-mentee match. Chapter IV, "The Power of Mentoring," focuses on the existence of the mentoring relationship and examines its place within larger multi-intervention programs. Chapter V, "Summary and Conclusions," contains general observations on youth mentoring programs and policy recommendations for their conduct. A list of 81 references, and the names of 64 organizations and programs consulted, are appended. (AP)

ED 308 258 UD 026 803
Archer, Carol
School-College Collaboratives: A Strategy for Helping Low-Income Minorities. Urban Diversity Series No. 98.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—46p.; For related document, see UD 026 899.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, *Articulation (Education), *College School Cooperation, *Disadvantaged Youth, Educational Change, Education Work Relationship, Higher Education, *High Risk Students, Minority Groups, Program Effectiveness, Secondary Education, *Urban Schools, Urban Youth
Identifiers—*Academic Alliances, *Collaboratives, Partnerships
Collaborations between high schools and colleges have emerged during the 1980s as a means to increase enrollments and academic success of low-income minorities in higher education although their benefits have yet to be clearly demonstrated. This review surveys the literature on the effectiveness of these collaboratives. The report is comprised of a preface (by Paula Y. Bagasao), seven sections, and a conclusion. Section 1 presents an education profile of low-income minority students. Section 2 indicates problems these students face in high school. Section 3 discusses access to four-year colleges and postsecondary remediation measures for urban minority students. Section 4 reviews the following aspects of collaboration: (1) history; (2) current practice; (3) college role; (4) public school role; and (5) funding. Section 5 examines the following types of activities targeted at students: (1) early intervention; (2) college-level study in high school; (3) academic and college counseling; (4) tutoring, mentoring, and skills building; (5) campus tours and contact with college students; (6) summer programs; (7) other college experience programs; (8) financial aid; (9) parent involvement; and (10) activities aiding students indirectly, involving teachers, curriculum, and research. Section 6 reviews the following components of collaboration: (1) leadership; (2) other participants; (3) stages of collaboration; and (4) prestige. Section 7 describes networks of school-college collaboratives. A list of 55 references is appended. (AP)

ED 308 276 UD 026 898
Walls, Amy Stuart
Educating Homeless Children. ERIC/CUE Digest No. 52.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-2
Pub Date—89
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, *Educational Needs, Elementary Secondary Education, *Emergency Programs, Equal Education, Federal Legislation, Federal State Relationship, *Homeless People, Literature Reviews, *Student Needs, Urban Education
Identifiers—ERIC Digests, *Stewart B McKinney Homeless Assistance Act 1987
Despite numerous special problems, urban schools are attempting to develop programs to meet the needs of homeless children. National estimates of the number of homeless school-age children range as high as 440,000, at least one-half of whom do not attend school. The Stewart B. McKinney Homeless Assistance Act of 1987 includes a section that addresses the educational needs of homeless children. Its provisions revise school residency and guardianship laws and require states to develop plans to assure that homeless children are provided the same services as other students. The following educational problems are most frequently cited: (1) transportation to and from school; (2) prompt transfer of student records from school to school; (3) incomplete or missing health records; (4) difficulty in assessing the needs of transient homeless students; (5) unavailability of a proper home study environment; (6) low parent involvement; (7) lack of community services to support attendance; and (8) emotional and socialization problems. The following programs could be provided given adequate funding and support: (1) school-shelter liaisons; (2) after school and extended day programs; (3) special tutoring programs; (4) preschool problems; (5) in-school social workers and counselors; and (6) in-service teacher training. A list of six references is appended. (FMW)

ED 308 277 UD 026 899
Archer, Carol Schwartz, Wendy
School-College Alliances: Benefits for Low-Income Minorities. ERIC/CUE Digest No. 53.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-3
Pub Date—89
Contract—RI88062013
Note—4p.; For related document, see UD 026 803.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), College Preparation, *College Role, *College School Cooperation, Cooperative Programs, *Disadvantaged Youth, Economically Disadvantaged, High Risk Students, Literature Reviews, Minority Group Children, *Program Design, *School Role
Identifiers—*Collaboratives, ERIC Digests

Despite the proliferation in the last decade of school-college collaboratives designed to help disadvantaged students, a number of unsolved problems about their operation have limited their effectiveness. Schools and colleges collaborate to solve mutual problems in the areas of student development, school improvement, and college improvement. Some of the most common collaborative activities include the following: (1) college-level study in high school; (2) academic counseling; (3) tutoring, mentoring, and skills building; (4) campus tours and contact with college students; (5) summer remedial or college programs; (6) parent involvement programs; (7) teacher development; and (8) curriculum improvement. Current collaboratives stress collegiality and equality in the relationships between the participating schools and colleges. Issues to be considered in the collaboration process include the following: (1) leadership; (2) hands-on participation by partners; (3) funding; and (4) respect for the natural stages of development. Networks of collaboratives can share lessons, give mutual support, and develop models. Among other considerations, the general perception is that school personnel, rather than the disadvantaged students who were the intended beneficiaries, benefit most from collaboration. A list of six references is appended. (FMW)

ED 308 278 UD 026 900
Norton, Cheryl S.
Mentoring: A Representative Bibliography.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-R188062013
Note—47p.; For related document, see UD 026 902.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 ($3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Annotated Bibliographies, *Career Development, Counseling, Disadvantaged Youth, Females, Guidance, High Risk Persons, *Interpersonal Relationship, *Interprofessional Relationship, *Mentors, Modeling (Psychology), *Role Models, Significant Others, Young Adults
Identifiers—*Protege Mentor Relationship

This annotated bibliography provides a representative sample of the available literature on mentoring. It reviews both qualitative and quantitative research, and covers specific mentoring programs, program implementation, and testimonials to the benefits of mentoring. Materials covered include 40 journal articles, conference papers, books, and dissertations. They are arranged alphabetically by author. Publication dates range from 1978 to the present. Terminology for participants in the mentoring process, and for the process itself, vary throughout the literature. A number of synonyms for mentor (including sponsor, patron, model, and developer) and mentee (including protege, apprentice, modeler, and developee) are used, depending on authorial perspective and the context of the mentoring experience. In most cases, formal or programmatic mentoring, in which mentors are assigned to mentees, is under consideration. Materials covered in the bibliography were selected because they convey a clear sense of mentors, mentees, and the mentoring process; they are intended to provide a starting point for an exploration of the literature. Annotations include detailed summaries of item contents. (Author/AF)

ED 308 279 UD 026 901
Natriello, Gary
What Do Employers Want in Entry-Level Workers? An Assessment of the Evidence. Trends and Issues #12.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National Center on Education and Employment, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—OERI-R188062013
Note—17p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Economic Development, Educational Change, *Education Work Relationship, Employees, *Employer Attitudes, *Employer Employee Relationship, Employers, *Entry Workers, Futures (of Society), Job Skills, Labor Supply, Productivity, *Role of Education

This study explores the correlation between school reform and national economic performance by examining employer needs to fill entry-level positions in the workforce. A widely held assumption contends that the performance of the schools in preparing educated workers bears directly on the development of a productive and efficient economy. This study evaluates available relevant research. An introduction reviews the association between education and the world of work. The first section, "The Needs of Employers for New Employees," describes growing concern about the adequacy of entry workers. The second section, "Representative Studies of Employer Needs," summarizes 14 recent studies, including sampling strategies, substantive focus, and major findings. The third section, "Dimensions of Studies," discusses six key variables that influence interpretation of the findings. The fourth section, "Deficiencies of the Studies," finds significant weaknesses in the studies' interpretative value. The fifth section, "Interpreting the Results of Studies of Employer Needs," describes the following perspectives involved in hiring decisions: (1) technical; (2) control; (3) institutional; and (4) political. A concluding section finds the linkage among employer needs, school reform, and economic development to be unclear, based on current evidence. A list of 27 references is appended. (AF)

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ED 308 062 (RC)

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Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Assessment and Education of Young Hispanic Children with Deafness. Abstract 20. Research & Resources in Special Education.
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Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Investigations in Mathematics Education, Volume 21, Number 2.
ED 302 415 (SE)

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Urban School/Community Collaborations: Making Them Work Well. ERIC/CUE Digest No. 45.
ED 304 497 (UD)

Social Studies Development Center, Bloomington, Ind.
Lessons from Africa: A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography.
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ED 308 566 (CS)

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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-5890

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-5847

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660 Fax: (703) 264-9494

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5732

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931 Fax: (213) 206-8095

Development, administration and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551 Fax: (202) 429-9766

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 855-5847 Fax: (812) 855-7901

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47405-2373
Telephone: (812) 855-3838 Fax: (812) 855-7901

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, womens' equity, and sex education.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3893
Telephone: (202) 342-5060 Fax: (202) 342-5033

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
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